DOCUMENT RESUME

ED 062 314 SP 007 369

AUTHOR	Paterson, Barbara; And Others
TITLE	Home Economics Curriculum Guide, 7-12.
INSTITUTION	Bloomington Public Schools, Minn.
PUB DATE	68
NOTE	247p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Clothing Instruction; *Curriculum Guides; *High School Curriculum; *Home Economics; *Junior High Schools; Nutrition Instruction; Personal Growth

ABSTRACT

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Home economics. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes a description of the philosophy of the program, program design, levels of instruction, and program of course offerings. There are two main sections: 1) general courses, including foods and nutrition, clothing, personal development, child development, and housing; and 2) semester courses, including foods for boys, clothing for girls, creative foods, interior design, fashion and fabrics, intermediate clothing, advanced creative foods, creative foods for boys, and a man's world. Additional material includes suggested field trips, resource people, and a bibliography. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are set out in detail for each course. Suggested Activities are listed in detail for the general courses and are outlined for semester courses. INSTRUCTIONAL MATERIALS: The bibliography lists supplementary texts, student references, and teacher references for each course. STUDENT ASSESSMENT: None. (MBM)

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CURRICULUM GUIDE
7-12
1968-1969
· BLOOMINGTON, MINN. ·

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INDEPENDENT SCHOOL DISTRICT NO. 271
BLOOMINGTON, MINNESOTA

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HOME ECONOMICS CURRICULUM

PHILOSOPHY

Home economics is the field of knowledge and service primarily concerned with stren life through:

- educating the individual for family living
- improving the services and goods used by families
- conducting research to discover the changing needs of individuals and famil of satisfying these needs
- furthering community, national and world conditions favorable to family livi

From New Directions, American Home Economics Association

In the secondary schools, home economics is concerned chiefly with the first of the that of educating the individual for family living. According to a report prepare of the American Home Economics Association in 1959, the concern of home economics i aspects of family living:

- family relationships and child development
- consumption and other economics aspects of personal and family living
- nutritional needs and the selection, preservation, preparation and use of fo
- design, selection, construction, and care of clothing and its psychological significance
- textiles for clothing and for the home
- housing for the family and equipment and furnishings for the household
- art as an integral part of everyday life
- management in the use of resources so that values and goals of the individua or of society may be attained

Home economics, although not the only field dealing with one or more of these aspec is the only field concerned with all of them, with their interrelationships and with pattern which they form. To be consistent with the philosophy of home economics th hensive program will include all of these aspects and their interrelationships with work of the curriculum.

HOME ECONOMICS CURRICULUM

PHILOSOPHY

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- educating the individual for family living
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- conducting research to discover the changing needs of individuals and families and the means of satisfying these needs
- furthering community, national and world conditions favorable to family living

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- textiles for clothing and for the home
- housing for the family and equipment and furnishings for the household
- art as an integral part of everyday life
- management in the use of resources so that values and goals of the individual, the family, or of society may be attained

conomics, although not the only field dealing with one or more of these aspects of living, only field concerned with all of them, with their interrelationships and with the total n which they form. To be consistent with the philosophy of home economics then, a comprehensive program will include all of these aspects and their interrelationships within the frame- f the curriculum.

In writing home economics curriculum for the Bloomington Public schools, the writers have been influenced by historical statements of the philosophy of home economics, as it began in the early 1900's as well as current trends and significant problems in home economics. Of utmost concern also was the nature of the community and its implications for the kind of home economics program which would best meet the needs of the particular students involved. An attempt was made to adapt curriculum resource materials from the State Department of Education to the specific requirement of the Bloomington community and school system. It is felt that the curriculum which has been planned is consistent with current developments in the field, as well as with the more traditional aspects of home economics.

One cannot look at the home economics curriculum exclusively, however, and gain an understanding of the full range of education for family life which is carried out in Bloomington. A curriculum in Family Life Education has been developed by this school system and is taught at all levels, beginning in kindergarten. Therefore, objectives and content dealing with personal development and family living in the home economics curriculum are more limited than they might be if no such program were available through other departments in the school. The existance of the program such as this will provide students with a level of understanding of personal and family life concepts which can be carried further in home economics courses where the interrelationships between many aspects of family living will be dealt with.

In modern society, with women working outside the home for a large portion of their lives, men have assumed a greater role in the aspects of homemaking and child rearing. Implications from this fact have been incorporated into this curriculum plan. There are many opportunities for boys to enroll in home economic classes, both coeducational and non-coeducational. Boys are permitted a wide exposure to home economics, dealing with aspects of foods and nutrition, clothing, housing, and personal development. Some attempt is made, also, to acquaint girls with career opportunities in home economics, and more importantly, to help prepare girls to assume the dual role of homemaker and career woman.

This curriculum contains two major aspects, in an attempt to meet the needs of a wide number of students enrolled in the Bloomington schools. The first of these is a comprehensive program in general home economics, started in grades seven and eight as required courses, and continuing into senior high as electives. The second aspect is a series of elective semester courses, where students may select an in-depth study of some particular aspect of home economics.

Finally some suggestions are made for courses which might prepare students directly for a wage-earning occupation in an area which utilizes knowledge and skills related to home economics. Since the Vocational Education Act of 1963 was passed, home economics has added a new dimension to its forces, and programs in gainful employment have been established at many levels and in many places. Some topics have been identified as possibilities for a course or courses in this type of program. This remains to be studied and close cooperative arrangements need to be established and maintained between the school, the community and the State Department of Education before any program leading to gainful employment may be undertaken.

The efforts of the team who participated in writing this curriculum will be effective only in so far that home economics teachers in the Bloomington school system are willing to cooperate in its implementation and continual revision and up-dating. It should be realized that what is presented here is just a beginning, an outline for the kind of program which will be carried out in Bloomington. The thoughtful consideration of everyone involved is a necessary condition for the improvement of these materials.

PROGRAM DESIGN

General Courses

Home Economics 1 A	Required course for junior high girls Introductory courses: Experiences in Foods & Nutrition Child Care Selection and Care of Personal Clothing
Home Economics 1 B	Required course for junior high girls Introductory courses: Clothing Construction Textiles Care of Your Room
Home Economics 2	Elective course for junior high girls Units: Clothing Construction and Wardrobe Planning Meal Planning and Preparation The Individual and Her Relations With Friends and F Room Planning and Design
Home Economics 2 X	Elective course for senior high girls who have not had H Units: Clothing Construction and Wardrobe Planning Meal Planning and Preparation Room Planning and Design Child Growth and Development
Home Economics 3	Elective course for senior high girls who have had Home Units: Clothing Construction and Textiles Foreign Foods and Creative Meals Child Growth and Development Housing
Home Economics 4	Elective course for senior girls who have had Home Econo Units: Family Clothing Creative Foods and Foods for Special Occasions Home Design Mother and Baby Care

PROGRAM DESIGN

Courses

onomics 1 A	Required course for junior high girls Introductory courses: Experiences in Foods & Nutrition Child Care Selection and Care of Personal Clothing
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onomics 2	Elective course for junior high girls Units: Clothing Construction and Wardrobe Planning Meal Planning and Preparation The Individual and Her Relations With Friends and Family Room Planning and Design
onomics 2 X	Elective course for senior high girls who have not had Home Economics 2 Units: Clothing Construction and Wardrobe Planning Meal Planning and Preparation Room Planning and Design Child Growth and Development
onomics 3	Elective course for senior high girls who have had Home Economics 2 or 2 x Units: Clothing Construction and Textiles Foreign Foods and Creative Meals Child Growth and Development Housing
onomics 4	Elective course for senior girls who have had Home Economics 2 or 3 Units: Family Clothing Creative Foods and Foods for Special Occasions Home Design Mother and Baby Care

Semester Electives

Grade 9	Creative Food For Girls A specialized course in food preparation. Specialty foods Baked products and meals for the family
Grade 9	Clothing For Girls A course in wardrobe planning and clothing construction. Garments constructed and fabrics used will be determined by the skill and previous experience of the student.
Grade 9	Introduction To Foods For Boys A course to introduce boys to the field of food preparation and baking. Meat study and outdoor cooking will be included.
Grade 10, 11, 12	Intermediate Clothing and Wardrobe Planning Construction project will be determined individually, dependant upon student's ability and needs. Wardrobe planning will include design, buymanship, fashion and clothing design.
Grade 10, 11, 12	Fashion and Fabrics A non-construction course open to boys and girls with a special interest in the field of textiles and fashion design.
Grade 10, 11, 12	Interior Design A complete study of housing and home planning open to both boys and girls with a special interest in home design.
Grade 10, 11, 12	Creative Foods For Boys An advanced study of foods, specialty items and baking
Grade 10, 11, 12	A Man's World A course for boys including clothing selection and buying, housing and foods. Foods unit will include cooking for men, preparing fish and game and outdoor meals.

Grade 11, 12	Advanced Study of Creative Foods Prerequisite - Home Economics 2 or 2 X or Creative Foods For Girls. A course for girls specializing in creative and foreign foods, meal service and the food industry.
Grade 11, 12	Family Clothing Prerequisite - Home Economics 3 or Intermediate Clothing. Course will include buymanship and constructive projects. Areas to be covered will be children's clothing, lingerie, and remodeling of ready-to-wear clothing.
Grade 11, 12	Tailoring Prerequisite - Home Economics 3 or Intermediate Clothing. A construction course in tailoring a wool coat or suit with appropriate comparative shopping studio.

Suggestions for Futher Development

Homemaker's Aid and Nursing

To be developed with the Vocational Unit of the State Department of Education

Food Service

To be developed with the Vocational Unit of the State Department of Education and the Work-Study Program of the Bloomington district.

Careers Unit

To be introduced in semester courses.

LEVELS OF INSTRUCTION

All learning experiences for general home economics course offerings are based on these levels of instruction:

Level 1	Required Course 7th and 8th grade Course numbers 1 A and 1 B
Level 2	Elective Course 9th or 10th grade Course number 2 or 2 X
Level 3	Elective Course 10th, 11th or 12th grade Course number 3
Level 4	Elective Course 12th grade Course number 4

HOME ECONOMICS

PROGRAM OF COURSE OFFERINGS

General Courses

Level I	Level II		Level III
Grades 7-8 Time: 2 Semesters	Grade 9	Grade 10	Grades 10, 11, 12
REQUIRED	**1 YEAR ELECTIVES**		
Home Economics 1A Foods 10 weeks Clothing and Textiles 6 weeks Child Development 2 weeks 18 weeks **Home Economics 1B** Textiles 3 weeks Clothing Construction 12 weeks Room Care 3 weeks 18 weeks	**Home Economics 2** Clothing Construction 12 weeks Foods and Nutrition 12 weeks Personal Development 6 weeks Housing 6 weeks 36 weeks	**Home Economics 2X** Clothing Construction 12 weeks Food and Nutrition 12 weeks Child Growth and Development 6 weeks Housing 6 weeks 36 weeks	**Home Economics 3** Foods and Nutrition 12 we Clothing and Construction 12 we Housing 6 we Child Growth and Developmen 6 we 36 we
	1 SEMESTER ELECTIVES (18 weeks)		
	Grade 9	Grade 10	Grade 1
	Introduction to Foods for Boys Introductory Food preparation Outdoor cookery Meat cookery **Creative Foods for Girls** Food preparation Meal planning **Clothing for Girls** Wardrobe planning Clothing construction	**Intermediate Clothing and Wardrobe Planning** Design and color Buymanship Clothing construction based on previous experience	Open to 10th, 11th

HOME ECONOMICS

PROGRAM OF COURSE OFFERINGS

General Courses

Level II		Level III	Level IV
Grade 9	Grade 10	Grades 10, 11, 12	Grade 12
YEAR ELECTIVES			
e Economics 2 hing Construction 12 weeks ds and Nutrition 12 weeks sonal Development 6 weeks sing 6 weeks 36 weeks	**Home Economics 2X** Clothing Construction 12 weeks Food and Nutrition 12 weeks Child Growth and Development 6 weeks Housing 6 weeks 36 weeks	**Home Economics 3** Foods and Nutrition 12 weeks Clothing and Construction 12 weeks Housing 6 weeks Child Growth and Development 6 weeks 36 weeks	**Home Economics 4** Foods and Nutrition 10 weeks Clothing and textiles 8 weeks Personal Development 8 weeks Housing 10 weeks 36 weeks
EMESTER ELECTIVES (18 weeks)			
Grade 9	Grade 10	Grade 11	Grade 12
oduction to Foods for Boys oductory Food preparation door cookery t cookery **tive Foods for Girls** i preparation l planning **hing for Girls** drobe planning hing construction	**Intermediate Clothing and Wardrobe Planning** Design and color Buymanship Clothing construction based on previous experience	Open to 10th, 11th and 12th Grade Girls →	

6 weeks
Housing 6 weeks

36 weeks

STER ELECTIVES (18 weeks)

Grade 9	Grade 10	Grade 11	Grade 12

ion to Foods for Boys

tory Food preparation
cookery
okery

Foods for Girls

eparation
anning

for Girls

e planning
construction

17

Intermediate Clothing and Wardrobe Planning

Design and color
Buymanship
Clothing construction based on previous experience

Open to 10th, 11th and 12th Grade Girls

16

Advanced Study of Creative Foods

Foreign and consumer cookery
Meal service
Introduction to the food industry

Open to 11th and 12th Grade Girls

Family Clothing
Prerequisite - Home Economics 3 or Intermediate Clothing

Buymanship and construction
Emphasis on children's clothing
Lingerie construction
Remodeling and alterations of ready to wear clothing

Open to 11th and 12th Grade Girls

Tailoring
Prerequisite - Home Economics 3 or Intermediate Clothing

A construction course in Tailoring - suits and coats
Comparative shopping studies

Open to 11th and 12th Grade Girls

Fashions and Fabric (Coed)

Non-construction course
Special Emphasis on textiles, color, line and design

Open to 10th, 11th, and 12th Graders

Interior Design (Coed)

Study of housing
Home planning and design

Open to 10th, 11th, and 12th Graders

Creative Foods for Boys

Advanced study of foods, specialty items, baking, etc. and preparation

Open to 10th, 11th, and 12th Grade Boys

A Man's World (Boys)

Clothing selection, buying
Housing
Foods
Cooking for men
Outdoor meals
Preparing fish and game
Camp cooking

Open to 10th, 11th, and 12th Grade Boys

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GENERAL COURSES

FOODS AND NUTRITION

GENERAL OBJECTIVE

Ability to evaluate a planned and prepared meal in terms of management techniques as well as the intangible qualities of the human environment such as aesthetic qualities, interpersonal relationships, etc.

CONTENT OUTLINE

I. Nutrition

II. Meal Planning and Meal Service

III. Meal Management

IV. Food Preparation

OBJECTIVES

I. Nutrition

Evaluation of food patterns for nutritional adequacy

Comprehension of the relationship between adequate nutrition and health of the family members

Comprehension of the role of the Basic 4 as a guide for selecting food for individuals and families

Analysis of the factors affecting the food requirements of individuals and families

	LEVELS OF INSTRUCTION						*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS FOR BOYS	*CREATIVE FOODS FOR BOYS
	1		2		3	4				
CONTENT OUTLINE	HE 1 A	HE 1 B	HE 2	HE 2 X	HE 3	HE 4				
A. Criteria of balanced nutritional needs	I		E	—	—	—	—	—	—	—
1. Basic 4 food groups	I		E	—	—	—	—	—	—	—
2. The 6 basic nutrients	I		E	—	—	—	—	—	—	—
3. Application of #1 and #2 to meal planning	I		E	—	—	—	—	—	—	—
4. Nutritional needs of individuals and how they vary			I	—	E	—	—	—	—	—
a. Age										
b. Sex										
c. Size										
d. Climate										
e. Activities										
f. Emotions										

SUGGESTED LEARNING EXPERIENCES - NUTRITION

Level 1

Define terms such as; nutrition, nutrient, diet, calorie and menu

Write a menu for one day including the nutrients based on the Basic 4

Discuss key points shown on the bulletin board depicting need for following the Basic 4 in the teenage years of most rapid growth

List food nutrients. Give examples of foods for each nutrient. Keep a record of food eaten for one day and check record for nutrient content.

Girls check own diets for three days as to the main food groups to see if they are getting enough to maintain normal health and growth

Plan a simple menu following the Basic 4

Level 2

Using references, study the amounts of food needed daily by the student and what determines need.

Study nutrient charts

Keep a record of food eaten for one day and figure calories

Review Basic 4 to check record of food eaten for a day for nutrient content

Take a survey of class to find nutrients that were missing in large percentage of diets

Have class make suggestions why students don't eat these foods

Analyze present food habits and determine what is lacking in the diet or what foods are included that may not meet requirements, and decide on causes such as: food dislikes, prejudices, availability of foods, and food fads.

Make suggestions for foods that may be included that would contain the required nutrients

Level 3

Read references on "Basic Food Plan;" review the Basic 4

Discuss the use of food groups as a quick way of planning or recognizing an adequate daily diet

Read about food fads, food fallacies and food allergies. Which one has most reliable nutritional support?

Students report on their food likes and dislikes. Why do they dislike or like this food?

Report on fad diets students and families have used; where they attained them; how satisfactory they were.

Discuss the use of these diets and how they would be used, how nutritionally sound? Why are some dangerous to our mental and physical health?

Pretest on nutrients and functions - then elaborate according to class' needs

Read references on malnutrition

Discuss snacks and their effect on health, figure and relationship with your family at mealtime

List ten physical indications of good health. Where does each student rate with these?

Survey the appearance problems of the class which can be improved or changed by diet, such as:
- skin eruptions
- paleness
- drab and dull hair
- overweight
- underweight
- lack of strength

Plan foods which should be especially included in the diet to overcome these difficulties.

Make personal analysis of your snack habits. What do you eat, when and why? Decide on future policy using ideas that have come from class discussion of snacks.

Plan a diet suited to your needs based on your activities and physical structure. Include snacks in the diet.

Read about the place of fats, carbohydrates and proteins in supplying energy and gaining and reducing

Discussion of relation of calories to gaining and reducing

Discussion of caloric needs according to individual's age, sex, temperament, type and amount of exercise and the proportion of non-fat weight of the body.

Keep a careful record of everything eaten for three days and determine calories eaten. Compare with caloric requirements and determine whether weight will be gained or lost or maintained.

Analyze the nutritive and caloric values of snacks and refreshments eaten over a three day period. Which ones contributed to daily food requirements and which ones were mostly calories?

Plan a day's menu according to family's activities, caloric requirements and nutritional needs.

evel 4

Study individually or in pairs using textbooks and reference materials available to gather information for a report on the nutritional needs of family members with special health problems.

Use the information obtained in the research to plan a dinner menu to fit the dietary needs of an individual health problem and adapt the family dinner to it. Plan menus for one day and adjust for milk-free diet, wheat free, fat-free, etc.

Have each student choose one level in the life cycle or one health problem and plan a day's meals. Consider the individual dietary needs, the Basic 4, and all that constitutes an attractive well-planned set of menus.

Discuss the Recommended Dietary Allowances and review energy requirements for individuals

Discuss the essentials of meal planning in regard to good nutrition and appetites

Group project to plan menus to meet RDA for various groups; babies, grade school children, teenage girls, athletes, pregnant women, adults, and older people.

OBJECTIVES

Analysis of food patterns of other cultures and their relationship to nutritional status of individuals within their culture

Analysis of food habits and family customs which influence one's own food patterns

Openness to new experiences with food

CONTENT OUTLINE	LEVELS OF INSTRUCTION 1 HE 1 A	 1 HE 1 B	 2 HE 2	 2 HE 2 X	 3 HE 3	 4 HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS FOR BOYS
B. Food patterns of other cultures influencing our nutrition requirements 1. Ethnic groups 2. Religious groups 3. Regional groups in the United States	I		E	—	—	—	—	—	—	—
C. Family food customs 1. Influence on personal preferences 2. Importance of expanding one's choices within the Basic 4	I		E	—	—	—	—	—	—	—

UGGESTED LEARNING EXPERIENCES - NUTRITION

OOD HABITS AND CUSTOMS

evel 1

Relate good eating habits to bodily health and to any individual's social and psychological well-being

Buzz group discussion concerning problems of food dislikes and how one could find substitutes for these

Record food groups which were most often inadequate in the diets of class members. Discuss reasons and possible solutions

Discuss information from references on relation of nutrition to appearance

Discuss a popular article or pamphlet on nutrition of high school girls

Discuss relationship of health and appearance of a twelve year old girl to the food she eats

Read references on basic meal patterns. Girls bring in their family's meal pattern

evel 3

Define terms found in new foods, foreign foods and service

Plan and serve a meal in cooperation with a Spanish or German class, working together on plans, preparation and serving

Divide the class into units and prepare a complete meal of another culture

Divide into three working groups for research work. Each group chooses one of the following topics:

- psychology of eating
- past records of man's attitude toward food
- social factors that influence the choice of food

Each group will give a report on findings, followed by discussion

Invite an exchange student to tell of eating customs in his country

Provide a browsing center in the department for reading materials on food habits and customs of other countries.

Discuss food habits and customs of some countries. Discuss similarities and differences of food practices such as kinds of foods served, number of meals per day, methods of cooking, ways of serving and table etiquette.

Summarize the characteristics of foods from countries that make them distinctive

Divide into groups to plan authentic menus of different nationalities, race or culture

Study one's own food habits and decide what governs choice of foods. Consider the following; regional food habits, national traditions, seasonal influence, religious influences.

Level 4

Identify American eating customs which are related to our environment. Look at us "through the eyes of a foreigner." (The Drive-In, TV Dinners, midnight snacks) Identify the customs and the foods. Analyze the ingredients and recipes used in preparation of special food and method of preparation.

Discuss closed minds some people have toward certain foods. Consider why certain attitudes toward food may have been established. Study the reasons for habits and morés.

OBJECTIVES

II. Meal planning and meal service

Ability to apply factors of nutrition, resource management, family food preferences and art in planning meals

Ability to comprehend the influence of personal and family preferences in menu planning.

LEVELS OF INSTRUCTION

	1		2		3	4				
CONTENT OUTLINE	HE 1 A	HE 1 B	HE 2	HE 2 X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS FOR BOYS	*CREATIVE FOODS FOR BOYS
A. Factors affecting meal planning			I	—	E	—	—	—	—	—

1. Family preferences
    - a. Development of food habits
    - b. Maturity level of family members
    - c. Family traditions
    - d. Cultural influences

OBJECTIVES

Ability to analyze the cost of available forms of foods on the market

Ability to appraise food purchasing plans for optimum nutrition yield per dollar

Ability to analyze meal plans for effective use of time and energy involved

Ability to formulate a meal plan which utilizes principles of resource management

Ability to evaluate meal plans in terms of criteria for effective use of human and material resources

Commitment to the importance of managing personal and family resources in food preparations

LEVELS OF INSTRUCTION

	1		2		3	4				
CONTENT OUTLINE	HE 1 A	HE 1 B	HE 2	HE 2 X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS FOR BOYS	*CREATIVE FOODS FOR BOYS
2. Use of financial resources										
a. Influence of buying guides			I		E	—	—	—	—	—
b. Influence of advertising			I		E	—	—	—	—	—
c. New developments in food processing			I	E	—	—	—	—	—	—
d. Distribution of the family's income for food			I		E	—	—	—	—	—
e. Effect of the cost of foods available on the market			I		E	—	—	—	—	—
3. Management of time and energy										
a. Labor-saving techniques	I		E	—	—	—	—	—	—	—
b. Effective use of space	I		E	—	—	—	—	—	—	—

SUGGESTED LEARNING EXPERIENCES - FOODS AND NUTRITION

MEAL PLANNING AND SERVICE

Level 2

Discussion of foods which are native to student's family and are economical

Keep a three day record of food intake and compare it to daily requirements periodically throughout food unit

Analyze the food record. Write a plan to improve diet.

Read about traditions that are important in the selection of food:
- national
- religious
- regional cultures
- nationality backgrounds

Select and compare foods from different cultures

Discuss how different foods can be integrated into our food pattern

Prepare some foods from other cultures for students to try in class

Discuss ways advertising can assist you in making good use of your money, time and energy in buying

Collect advertisements from newspapers and magazines on food advertising

Give examples of misleading information in advertisements

Identify helpful or misleading information found in the ads on the use of the food dollar

Level 3

Field trip to a bakery, dairy, ice cream and butter packing plant, turkey processing plant or cannery

Compile a list of processing procedures and transportation expenses that are included in the retail cost of a particular food, such as frozen packaged food

Discussion of field trip to commercial plant with implications to the consumer.

Read on new ways to process foods. Discussion following reading.

Study assigned sections of textbooks and reference books, etc. to become familiar with food buying practices of families.

Study buymanship principles as portrayed in filmstrips, movies and other visual aids.

Plan menus for several days or a week. Make out a grocery order for the menus using newspaper ads for specials and plentiful foods. Price least expensive form or brand and most expensive form or brand at the grocery store. Compare different brands in one food for flavor, use, appearance and cost. Guide students on ways to decide what brand or form would be most suitable and economical for their purpose.

evel 4

Each unit plan several breakfasts and dinner menus suitable for a family with a working mother making use of convenience foods, ready bought foods from the freezer, home prepared foods from the freezer, and leftovers used in another way.

Cost comparison of special occasion menu (such as a wedding reception) to fit income level of family.

Analyze meal plans made to determine cost, length of time to prepare, how to serve and suitability for storage. Compare the amount of time required to prepare the ready-cooked foods freezer meal to a similar meal from scratch.

Discuss cost and when you might be justified to use a freezer meal.

OBJECTIVES

Ability to comprehend the effect of physical surroundings on meal enjoyment.

Ability to apply art principles to menu planning and table service.

Ability to plan creative menus and table settings.

LEVELS OF INSTRUCTION

CONTENT OUTLINE	HE 1A (1)	HE 1B (1)	HE 2 (2)	HE 2X (2)	HE 3 (3)	HE 4 (4)	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS
4. Art principles affecting meal planning.								
a. Variables in color	I		E					
b. Variables in texture	I		E					
c. Variables in food shapes	I		E					
d. Variables in temperatures.	I		E					
e. Variables in methods of preparation.			I		E			
f. Variables in flavor combinations			I		E			

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LEVELS OF INSTRUCTION

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inciples affecting meal planning.

	HE 1A (1)	HE 1B (1)	HE 2 (2)	HE 2X (2)	HE 3 (3)	HE 4 (4)	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
iables in color	I		E—	—	—	—	—	—	—	—
iables in texture	I		E—	—	—	—	—	—	—	—
iables in food shapes	I		E—	—	—	—	—	—	—	—
iables in temperatures.	I		E—	—	—	—	—	—	—	—
iables in methods of preparation.			I		E —	—	—	—	—	—
iables in flavor combinations			I		E —	—	—	—	—	—

SUGGESTED LEARNING ACTIVITIES - NUTRITION

ART PRINCIPLES AFFECTING MEAL PLANNING

Level 1

Read from a text about the psychological effects of color, texture, quality or variations in form.

Look at pictures of pleasing and displeasing color combinations.

Plan colorful menus with variety in texture and form appropriate for your family for one day.

Analyze the planned menus as to appropriateness of color, texture and form.

Level 2

Plan sample menus incorporating meal planning principles in proper form. Check menus for nutritive value, color harmony and length of time to prepare.

Level 3

Define terms: appetite, appeal, garnish, aesthetic appreciation and other new terms.

Discuss "dressing up" foods with garnishes, seasonings and decorations.

Recall the art principles used in combining foods, arrangement on plates and table settings.

Level 4

Search resource materials for hints on serving foods attractively.

Discuss that a person's appetite comes at the "seek and call" of the five senses. How will an understanding of these, help a homemaker to create appetite appeal?

Discuss the statements, "The skillful food manager works with food with the finesse of an artist choosing colors for a picture."

Discuss shapes and forms of food in planning meals with "eye" as well as appetite appeal. Consider also color, texture and variation in the way foods are served.

Discuss the size of the serving containers in comparison to the amount of food and the amount of space on the table in relation to serving a meal for two people.

Find recipes of foods using the same ingredients in different ways.

Visit a hotel or restaurant and observe ideas for creative cookery.

Discuss uses of the new and different foods found in grocery store.

OBJECTIVES

Ability to comprehend the effect of table manners upon meal enjoyment for ourselves and others.

Ability to synthesize one's own standard for table manners appropriate to the situation.

Ability to analyze the "why" of table manners.

Ability to analyze aspects of hospitality which include the skills and attitudes of the hostess.

LEVELS OF INSTRUCTION

CONTENT OUTLINE	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
B. Meal Service										
1. Methods of table setting										
a. Simple meals	I		E	—	—	—	—	—	—	—
b. Buffet meals			I	—	—	—	—	—	—	—
c. Teas			I	—	—	—	—	—	—	—
d. Formal meals					I	E	—	—	—	—
2. Methods of table service										
a. Family style	I		E	—	—	—	—	—	—	—
b. English service					I	E	—	—	—	—
c. Russian service					I	E	—	—	—	—
d. Compromise service	I		E	—	—	—	—	—	—	—
3. Rules of table etiquette										
a. Conventional rules observed in society	I		E	—	—	—	—	—	—	—
b. Rules for special occasions			I		E	—	—	—	—	—
c. Procedures in etiquette resulting in better relationships with others.										
d. Procedures used in dining out.			I		E	—	—	—	—	—

	LEVELS OF INSTRUCTION									
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
4. Hospitality										
a. Responsibilities of hostess to make guests feel welcome			I		E	—	—	—	—	—
b. Responsibilities of hostess to be sure guests enjoy themselves			I		E	—	—	—	—	—
c. Planning for fellowship as well as an appetizing meal.	I		E	—	—	—	—	—	—	—
d. Social practices which contribute to the individual's facility and security in various situations involving food.			I		E	—	—	—	—	—

SUGGESTED LEARNING ACTIVITIES - FOODS AND NUTRITION

MEAL SERVICE

Level 1

Demonstrate table setting using flannel or magnetic board to show variations in techniq

Study pictures of table settings on bulletin board.

Give individual reports on types of meal service used at home daily or family customs followed on special occasions.

Role-play - host, hostess, guest.

Practice serving according to the various types of meal service.

Discuss relationship of family mealtime to family happiness and how good manners are ba ally thoughfulness of others at the table.

Demonstrate simple table etiquette, such as:
use of knife and fork
use of soup spoon and teaspoon
buttering of bread use of napkin
posture
conversation
personality of hostess

Discuss how good table etiquette contributes to social confidence.

Discuss suggestions for personal cleanliness and sanitary practices in the laboratory w make it more pleasant for people to work together.

Demonstrate the sanitary handling of tableware.

Level 2

Observe pictures of food in meals.

Bulletin boards with pictures displaying appeal and non-appeal to the appetite.

Read on "How to serve food attractively."

Search resource materials for hints on serving foods attractively.

EARNING ACTIVITIES - FOODS AND NUTRITION

CE

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    use of soup spoon and teaspoon
    buttering of bread use of napkin
    posture
    conversation
    personality of hostess

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rate the sanitary handling of tableware.

pictures of food in meals.

n boards with pictures displaying appeal and non-appeal to the appetite.

"How to serve food attractively."

resource materials for hints on serving foods attractively.

View filmstrips and films displaying foods served attractively.

Discuss various textures found in foods.

Why are a variety of textures considered acceptable to most people?

Discuss ways to achieve variety in texture as crisp bacon with scrambled eggs, cream filling in flaky pastry.

Discuss the "why" of statement, "Serve hot foods hot and cold foods cold"--How can one do this?

Discuss the meaning of the phrase "cultivated taste." How can one heighten or improve taste of a food?

Role-play common reactions to sitting down to and eating various attractive and unattractive meal situations.

At home add extra touches to a supper meal through use of a different method of service, original table decorations and dressed up foods.

Dine at a restaurant featuring a special service.

Discuss the relation of certain special occasions to the types of meal service used.

Choose table appointments appropriate for the following:

1. formal family meal
2. informal family meal
3. family snacks
4. family picnics

Arrange each in an individual cover.

Recall the art principles used in housing and clothing and relate them to: combining foods, arrangement on plates and table settings.

Class plan a dinner menu. Each unit will serve basically the same food, but adjust it to fit a different atmosphere.

Level 3

Discuss local customs and traditional influences that enter into meal service.

Review of previously learned types of meal service and how to serve food attractively. Supplement as needed.

View films and filmstrips relating knowledge on new methods to prepare foods.

Find recipes of foods using the same ingredients in different ways.

Observe reactions of people eating in the school cafeteria, public restaurant.

Study food habits and customs of people. Define terms found in new foods or foreign foods.

Discuss what effect force of food may have upon the individual.

Write a short paper describing reaction to a meal that was colorful, with good aroma, tasty and including any other things that made it a pleasant meal. Analyze. Analyze the statement, "It looks delicious." Discuss experiences when a food that "looked terrible" tasted good.

Give examples of table settings. Each student analyzes the examples as to how the arrangements are harmonious or unharmonious. Write conclusions in a short paper.

Analyze the atmosphere of an outdoor barbecue compared to formal dinner party.

Study available recipes for foreign food and figure out how they could be adapted to use food products and ingredients available here.

Devise a type of score card for evaluating the foreign food product or products. "What should it look and taste like?"

Elect a class member to write a news article for the town and school papers about the activities of your class with foods from other lands.

Plan and prepare a tea for mothers using foreign foods to be served after school.

Prepare booklet displaying traditions in some foreign country in relation to food and service.

Level 4

Demonstration by local person in making attractive table decorations.

View filmstrip on centerpieces.

Plan a wedding reception in complete detail as to menu, color scheme, food preparation and number of people.

Read about host, hostess and guest's role when entertaining and being entertained.

Plan and serve a company meal in class. Carry out type of table service appropriate.

OBJECTIVES

III. Meal Management - Laboratory techniques

Ability to apply laboratory techniques which result in effective management of resources.

Ability to use equipment and appliances correctly in food preparation.

Ability to analyze the relationship between household equipment and the homemaking task.

Ability to evaluate personal practices as they relate to accepted safety principles.

Ability to plan laboratory projects as a cooperative group member or leader.

Ability to evaluate one's performance as it relates to a laboratory plan.

Ability to formulate a plan of work for meal preparation.

Ability to analyze the relationship between sanitation practices and family health.

LEVELS OF INSTRUCTION

	1		2		3	4		
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS
CONTENT OUTLINE								
A. Use and care of small equipment	I		E———					

1. Mixers
2. Blenders
3. Toasters
4. Knife sharpeners
5. Can openers
6. Cooking utensils

OBJECTIVES

I. Meal Management - Laboratory techniques

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CONTENT OUTLINE

LEVELS OF INSTRUCTION

	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS -BOYS	*CREATIVE FOODS - BOYS
A. Use and care of small equipment	I		E							

1. Mixers
2. Blenders
3. Toasters
4. Knife sharpeners
5. Can openers
6. Cooking utensils

	LEVELS OF INSTRUCTION							
	1		2		3	4		
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS
B. Use and care of large equipment	I		E					
1. Electric ranges								
2. Gas ranges								
3. Refrigerators								
4. Freezers								
5. Automatic Washers								
6. Automatic Dryers								
C. Safety factors	I		E					
1. Use of knives								
2. Removing pans from ovens								
3. Removing covers for hot pans								
4. Operating ranges								
5. Safe clothing								
D. Division of responsibility	I		E					
1. Duties of hostess								
2. Duties of waitress								
3. Duties of dishwasher and wiper								
4. Planning of time schedules								

	LEVELS OF INSTRUCTION									
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
e of large equipment	I		E	—	—	—	—	—	—	—
ranges										
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ators										
c Washers										
c Dryers										
ors	I		E	—	—	—	—	—	—	—
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pans from ovens										
covers for hot pans										
g ranges										
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responsibility	I		E	—	—	—	—	—	—	—
f hostess										
f waitress										
f dishwasher and wiper										
of time schedules										

	LEVELS OF INSTRUCTION									
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	* CREATIVE FOODS - BOYS
E. Cleanliness 1. Personal cleanliness in the kitchen 2. Care in handling food 3. Care in storage of food	I		E							

SUGGESTED LEARNING ACTIVITIES - NUTRITION

MEAL MANAGEMENT - Laboratory Techniques

Level 1

Read and discuss uses of different types and quality of equipment.

Students examine different cooking utensils in the department.

Discuss the various utensils for best transfer of heat.

Select cleaning method most appropriate to utensils used in the classroom and home kitchens.

Decide utensils appropriate for:
- surface cookery with water
- surface cookery with dry heat or by frying
- baking of cookies
- baking quick breads
- baking cakes
- surface cookery noncontrolled units
- surface cookery, economical and efficient utilization of heat.

Discuss effect of different metals and finishes on food products.

Study construction and design of major kitchen appliances to determine the purpose of the appliance. Gas and electric ranges, gas and electric dishwashers, electric freezers and disposers are to be included.

Read use and care manuals for information relative to the care of major appliances in the classroom.

Apply care methods suggested for specific features of particular model of range.

Read references on and discuss safety in the kitchen for each of the following:
- use of paring knife and cutting board
- can opener
- removing covers from hot pans
- storing knives
- operation of gas and electric ranges.

Discuss safe clothing to wear in the kitchen.

Students list jobs to be done in the preparation of a simple food or meal to gain an understanding of the number of jobs.

Students make plans for preparation of simple meals and carry them out to develop ability to apply time plans to their needs.

Evaluate above plan for preparation of meals.

Rotate managerial responsibilities and other roles to be carried out to learn various roles in the family.

Level 2

Work in groups to study all the jobs necessary to plan, prepare and serve guests.

Discuss responsibilities of hostess and guests in regards to entertaining.

Discuss safety in the kitchen -- use of equipment and proper clothing to wear.

Level 3

Discuss selection of pots and pans for "range to table use".

Pre-test to determine basic understanding and abilities of cookery principles.

Have demonstrator from utility company come to demonstrate versatile ways of using equipment.

Students select new equipment for the department.

OBJECTIVES

IV. Food Preparation

Ability to evaluate the quality and effectiveness of the product and the processes involved in food preparation.

Comprehension of factors influencing the use of a recipe.

Ability to analyze effects of temperature, physical manipulation and chemical mixtures on food products.

Ability to apply basic scientific principles to food preparation.

Ability to apply basic skills to creative food preparation.

	LEVELS OF INSTRUCTION							
	1		2		3	4		
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS
A. Factors involved in the use of recipes.								
1. Food terminology	I		E					
2. Basic techniques of measuring	I		E					
3. Effective use of equipment	I		E					
4. Adjusting recipes to number of servings desired.			I		E			
B. Scientific principles in preparation of food.			I		E			
1. Variables affecting food products.								
a. Temperature								

eparation

to evaluate the quality and effect-
of the product and the processes
l in food preparation.

ension of factors influencing the use
ipe.

to analyze effects of temperature,
manipulation and chemical mixtures
products.

to apply basic scientific principles
preparation.

to apply basic skills to creative
eparation.

OUTLINE	LEVELS OF INSTRUCTION									
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
ors involved in the use of pes.										
ood terminology	I		E							
asic techniques of measuring	I		E							
ffective use of equipment	I		E							
djusting recipes to number servings desired.			I		E					
ntific principles in preparation ood.			I		E					
ariables affecting food roducts.										
Temperature										

	LEVELS OF INSTRUCTION									
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
b. Physical manipulation										
c. Chemical mixtures										
d. Kind of equipment used in preparation										
e. attitude										
2. Principles of batters and doughs	I		E	—	—	—	—	—	—	—
a. Pour batters										
1) Pancakes										
2) Popovers										
3) Waffles										
4) Butter cakes	I		E	—	—	—	—	—	—	—
5) Sponge cakes			I		E	—	—	—	—	—
6) Chiffon cakes			I		E	—	—	—	—	—
b. Drop batters										
1) Muffins	I		E	—	—	—	—	—	—	—
2) Nut breads	I		E	—	—	—	—	—	—	—
3) Cookies	I		E	—	—	—	—	—	—	—
4) Cream puffs	I		E	—	—	—	—	—	—	—
c. Soft doughs										
1) Biscuits	I		E	—	—	—	—	—	—	—
2) Doughnuts	I		E	—	—	—	—	—	—	—
d. Stiff doughs										
1) Yeast breads			I	—	—	—	—	—	—	—
2) Pastries	I		E	—	—	—	—	—	—	—

SUGGESTED LEARNING ACTIVITIES - NUTRITION

FOOD PREPARATION

Level 1

List and discuss common and unfamiliar cookery terms.

Teacher demonstrations on "measuring, mixing, stirring, creaming, heating, cutting-in."

Use recipes from cookbooks and magazines to discuss the order in which the ingredients are combined, the method of combining them, and cooking instructions. Discuss recommended oven temperatures.

Collect favorite basic recipes for card file for future use.

Teacher demonstration followed by discussion of methods used in measuring basic ingredients.

Study the procedures and various ways of preparing toast as well as standards for toast and quick bread products.

Define: Quick breads

Read references on the making of muffins and biscuits.

Read on preparation and storage of butter cakes; bar, drop and refrigerator cookies.

Discuss conventional and one-bowl method of mixing.

Bake a type of butter cake as part of a meal pattern.

Evaluate cake baked by score card.

Define: Leavening agent, knead, dough, stirring, grain, texture.

Read references on batters and dough.

Discussion of different types of batters and doughs. Student gives common examples of each type.

Prepare products: Muffins (cake, standard), biscuits and biscuit variations.

Discussion of role of leavening agents and use of each in various products.

Develop a score card for grading various batters and doughs.

Evaluate prepared products.

Level 2

Discussion on how heat affects nutrients and foods.

Discussion of different types of batters and doughs. Students give examples of each type. Discuss roles of ingredients, roles of leavening agents and use of each in various products.

Prepare products using different leavening agents as a part of a meal.
Examples: Popovers or cream puffs - steam as leavening
Loaf breads or muffins - carbon dioxide as leavening
Sponge cakes - air as leavening
Batter breads and rolls - carbon dioxide as leavening
Yeast breads - carbon dioxide as leavening

Analyze the principles involved in the preparation of different types of batters and doughs and the effect on the finished product.
Example: Compare the principles involved in the preparation of muffins with cakes.

Develop score card to check the products.

Evaluate products with the score cards developed.

Experiment with pastry.

Prepare tortes.

Level 4

Discuss and determine time savers in meal preparation and serving.

View films and filmstrips relating knowledge on new methods to prepare foods.

	LEVELS OF INSTRUCTION									
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
IV. Food Preparation (continued)										
3. Principles of carbohydrate cookery										
a. Sugars										
1) Frostings										
a) Uncooked	I		E	—	—	—	—	—	—	—
b) Cooked			I		E	—	—	—	—	—
2) Candies			I		E	—	—	—	—	—
3) Frozen desserts			I		E	—	—	—	—	—
b. Starches										
1) Cereal products	I		E	—	—	—	—	—	—	—
2) Cream sauces	I		E	—	—	—	—	—	—	—
3) Puddings	I		E	—	—	—	—	—	—	—
4) Pie fillings	I		E	—	—	—	—	—	—	—
5) Gravies			I		E	—	—	—	—	—

SUGGESTED LEARNING ACTIVITIES - NUTRITION

FOOD PREPARATION - Carbohydrate cookery

Level 1

Read references on uncooked and broiled frostings.

Discuss: Uncooked frostings, broiled frostings and prepared frostings available.

Prepare uncooked frosting for a cake and frost.

Read references on cereals and discuss various ways cereal are used.

Discuss principles involved in the cooking of casserole ingredients; i.e., cereals, noodles, proteins.

Prepare a casserole dish containing protein as a part of a meal.

Level 2

Read on sugars and sugar solutions.

Discussion of differences in sugars and their uses.

Discussion of frostings and candies.

Teacher demonstration of making candy.

Preparation of fudge and boiled or seven minute frosting using ideas learned in discussion.

Develop score cards to evaluate sugar cookery.

Reading on different types of frozen desserts. Define: frappé, ice, parfait, sherbet

Discuss the principles of preparing the different types of frozen desserts by the method of preparation and the ingredients present.

Prepare examples of various types of frozen desserts; keep to serve with meal.

Discussion of different types of starches and principles of starch cookery.

Experiment on the types of starches; compare the thickness and clearness of pastes prepared from various types of starch.

Determine the effect of acid and sugar on the thickness of starch-thickened mixtures.

Preparation of pudding mixture to be used with a meal.

Preparation of a white sauce to be used with a meal.

	LEVELS OF INSTRUCTION									
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
IV. Food Preparation (continued)										
4. Principles of protein cookery										
a. Milk - milk drinks	I		E	—	—	—	—	—	—	—
b. Eggs										
1) For table use	I		E	—	—	—	—	—	—	—
2) As a thickener			I	—	—	—	—	—	—	—
3) As a binder			I		E	—	—	—	—	—
4) As an emulsifier			I		E	—	—	—	—	—
5) Used to produce foams			I		E	—	—	—	—	—
c. Cheese										
1) Natural cheese	I		E	—	—	—	—	—	—	—
2) Process cheese	I		E	—	—	—	—	—	—	—
3) Cooking with cheese	I		E	—	—	—	—	—	—	—
d. Meat, poultry and fish										
1) Selection and buying			I		E	—	—	—	—	—
2) Meat cutting			I		E	—	—	—	—	—
3) Grading and inspection			I		E	—	—	—	—	—
4) Cooking methods										
a) Moist heat	I		E	—	—	—	—	—	—	—
b) dry heat			I		E	—	—	—	—	—

SUGGESTED LEARNING ACTIVITIES - NUTRITION

FOOD PREPARATION - Protein cookery

Level 1

Plan simple menus which include beverages from the developed list.

Prepare a milk drink to serve with quickbread or cookies.

Read text and bulletins on egg cookery.

Demonstrate preparation of eggs in various ways such as poaching, soft cooked and hard cooked (in the shell) and fried.

Prepare eggs by one of the methods demonstrated.

Read references on cheese on proper cooking methods.

Sample varieties of natural cheeses. Discuss how each is used in a meal plan.

Prepare a cheese dish using proper cooking methods.

Incorporate the principles of protein cookery to simple meats.

Level 2

Read references to recognize tenderness of meat, ways of preparing, storing. Define the following terms in relation to meat cookery; roasting, broiling, frying, braising, pot-roasting and stewing.

Observation of a meat cutting demonstration by a local butcher to recognize location of muscle as guide to tenderness.

From reading, discuss how kind, use and location of the muscle has an effect upon the tenderness. Also the age of the animal, amount of connective tissue, and other factors influencing tenderness. Discover in reading. the relationship between tenderness of meat and cookery principles.

Class groups prepare and serve simple dinners featuring tender and less-tender cuts of meat prepared by methods consistent with its cookery principles.

Level 3

Prepare meats, eggs, cheeses and milk dishes in foreign meals.

Foreign sauces used frequently made from above items.

Level 4

Prepare sea foods, poultry and game.

CONTENT OUTLINE	LEVELS OF INSTRUCTION						*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4				
IV. Cont'd										
5. Principles of gelatin cookery										
a. Unflavored gelatin										
1) Salads			I		E	—	—	—	—	—
2) Desserts			I		E	—	—	—	—	—
b. Flavored gelatin										
1) Salads	I		E	—	—	—	—	—	—	—
2) Desserts	I		E	—	—	—	—	—	—	—
6. Principles of fruit and vegetables cookery										
a. Raw										
1) Relishes	I		E	—	—	—	—	—	—	—
2) Salads	I		E	—	—	—	—	—	—	—
b. Cooked										
1) Fresh			I		E	—	—	—	—	—
2) Frozen			I		E	—	—	—	—	—
3) Canned			I		E	—	—	—	—	—
4) Dried			I		E	—	—	—	—	—
c. Preserved						I	—	—	—	—
1) Jams and jellies										
2) Pickles										
3) Canning										
4) Freezing										
d. Selection and buying	I		E	—	—	—	—	—	—	—

	LEVELS OF INSTRUCTION									
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
7. Principles of fats and oils			I		E					
Salad dressings			I		E					
a. Cooked			I		E					
b. Uncooked			I		E					
1) French										
2) Mayonnaise										

SUGGESTED LEARNING EXPERIENCES - NUTRITION

FOOD PREPARATION - Gelatin, Fruit and vegetable, Fats and oils

Level 1

View filmstrip on ways to prepare and serve gelatin desserts.

Prepare a gelatin dessert or salad as a part of a meal.

Reference on salad greens and salad dressings.

Make a list of fresh vegetables that are used in a tossed salad.

Demonstrate washing and drying of lettuce.

Demonstrate ways to cut tomatoes, cucumbers, green peppers, cauliflower and radishes.

Discuss type of greens, their care, ways to prepare and ways to garnish.

Students prepare various types of vegetable salads.

Level 2

Read references on vegetable cookery.

Discuss nutrition of vegetables. Discuss ways vegetables are purchased.

Students in groups experiment to determine the effect of heat on the following:
yellow vegetables
strong flavored vegetables
green vegetables
overcooking of all vegetables

Analyze vegetables cooked by the right method and overcooked method of preparation.

Prepare a meal using a vegetable prepared properly.

Discussion of the differences between flavored and unflavored gelatin and different types of salads and desserts that can be obtained.

evel 4

Define terms used in food preservation.

Display equipment needed for various types of preservation. Read in texts and references to gain information on methods of preservation.

Demonstrations: Using the pressure cooker
Freezing supplies
Method of canning relishes
Method of freezing using ascorbic acid.

Demonstrate jelly-making.

Read and discuss the spoilage of foods if not preserved, or preserved incorrectly.

Discuss causes of spoilage, kinds of products suitable for preservation and best method to use.

Discuss ready-prepared foods which can be frozen and then used in a meal plan.

Prepare instant foods and regular preparation foods. Arrange a taste test and method of scoring

Student demonstrations showing creativity with a food.

Discuss pros and cons of using convenience foods.

Discuss the usefulness of a freezer for everyday use; for emergency use.

Girls plan, prepare and freeze food for a complete dinner meal. Plan to serve at a later date.

Plan a laboratory experience in the preservation of foods.

Analyze the costs of preserving foods, buying foods already frozen or canned, determine the savings involved in methods, etc.

Write a paper regarding the decision a homemaker must make, "whether to can or freeze or not."

	LEVELS OF INSTRUCTION									
	1		2		3	4				
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*FOODS FOR GIRLS	*ADVANCED CREATIVE FOODS	*INTRODUCTORY FOODS - BOYS	*CREATIVE FOODS - BOYS
IV. Food preparation (continued)										
8. Foods for special occasions										
a. Sandwiches	I		E	—	—	—	—	—	—	—
b. Snacks	I		E	—	—	—	—	—	—	—
c. Appetizers			I		E	—	—	—	—	—
d. Foreign foods			I		E	—	—	—	—	—
e. Gourmet foods					I	E	—	—	—	—
f. Outdoor cooking					I	E	—	—	—	—
g. Party foods					I	E	—	—	—	—

SUGGESTED LEARNING ACTIVITIES - FOODS AND NUTRITION

FOOD PREPARATION - Special occasions

Level 3

Read text on background and methods of the following foods to be studied at this grade level. Learn principles involved and prepare:

- one and two crust pastry
- puff pastry
- parfaits
- souffles

Divide into groups and plan a social affair when food is served. Prepare one of these parties in class.

Evaluate planning, serving and entertainment.

Collect pictures of food ideas and serving for meals out-of-doors.

Divide into groups and plan menus suitable for an out-door meal to be prepared in class.

Choose one out-door menu that could be prepared by the class.

Discuss methods of cooking out-of-doors.

Divide responsibilities involved in planning and serving an out-door meal.

Prepare an out-door meal as a class project.

Level 4

Evaluate menus as to suitability for guest meals when no help is available.

Evaluate refreshments prepared and served to large groups.

Cooking for two. Unit to be developed by class. Occasions covered; meals, entertaining, gourmet foods.

Discuss different types of refreshments that can be served at a tea, buffet, shower, etc.

Plan, prepare and serve a tea, party, shower, or other type occasion. Arrange suitable decorations and centerpieces. Practice proper etiquette at this occasion.

Analyze what type manners one needs to be socially acceptable in each of the following situations; at home, in a hotel dining room, in a restaurant, in a dining car, at teas, at formal and informal receptions, at formal and informal dinner parties.

Plan, prepare and serve a meal buffet style entertaining friends.

Plan, prepare and serve a dessert luncheon.

View filmstrips on party foods. Use opaque projector with pictures of party foods, decorations, found in magazines such as; McCalls, Better Homes and Gardens, etc.

Observe demonstrations on decorating party foods by a woman in the community who is talented in this area.

CLOTHING

OBJECTIVES

Ability to evaluate factors affecting personal choices in selection of clothing and textiles according to personally developed criteria.

I. Textiles

II. Clothing Selection

III. Buymanship

IV. Family Clothing

V. Wardrobe Planning

VI. Care and Maintenance

VII. Construction

JECTIVES

Textiles

Ability to analyze effects of the following factors upon performance of the fabric; construction, finishes and fiber content

Ability to apply techniques of use and care appropriate to specific fiber and fabric

Evaluation of buying guides as aids in selecting textile products

	LEVELS OF INSTRUCTION										
	1		2		3	4					
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
Evaluation of a fabric in relation to its characteristics affecting selection, care and use											
A. Fibers - Physical characteristics of each											
1. Natural fibers											
a. Cotton	I	E									
b. Wool	I	E									
c. Linen	I	E									
d. Silk	I	E									

LEVELS OF INSTRUCTION

	1		2		3	4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4					
2. Synthetic fibers	I	E	—	—	—	—	—	—	—	—	—
3. Blends		I	E	—	—	—	—	—	—	—	—
4. Terminology used to describe natural fibers and synthetics	I	E	—	—	—	—	—	—	—	—	—
B. Factors affecting the performance of textile products	I	E	—	—	—	—	—	—	—	—	—
1. Fibers	I	E	—	—	—	—	—	—	—	—	—
2. Yarns	I	E	—	—	—	—	—	—	—	—	—
3. Fabric construction and character											
a. Weaves	I	E	—	—	—	—	—	—	—	—	—
1) plain variations	I	E	—	—	—	—	—	—	—	—	—
2) twill variations	I	E	—	—	—	—	—	—	—	—	—
3) satin	I	E	—	—	—	—	—	—	—	—	—
4) pile weaves	I	E	—	—	—	—	—	—	—	—	—
5) figure weaves	I	E	—	—	—	—	—	—	—	—	—
6) double woven		I	E	—	—	—	—	—	—	—	—
b. Knitted		I	E	—	—	—	—	—	—	—	—
c. Non-woven (bonded, felted)		I	E	—	—	—	—	—	—	—	—
d. Plastic coated fabric		I	E	—	—	—	—	—	—	—	—
C. Selection of various textiles for specific purposes		I	E	—	—	—	—	—	—	—	—
1. Quality determinents		I	E	—	—	—	—	—	—	—	—
a. Wearability											
b. Cost of care											
2. Price comparison		I	E	—	—	—	—	—	—	—	—

	LEVELS OF INSTRUCTION										
	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
D. Fabric finishes - Use & care											
1. Napping		I	E	—	—	—	—	—	—	—	—
2. Sanforize		I	E	—	—	—	—	—	—	—	—
3. Mercerize		I	E	—	—	—	—	—	—	—	—
4. Stain resistant		I	E	—	—	—	—	—	—	—	—
5. Heat setting (permanent press)		I	E	—	—	—	—	—	—	—	—
6. Water repellancy		I	E	—	—	—	—	—	—	—	—
7. Design application		I	E	—	—	—	—	—	—	—	—
8. Wrinkle resisting		I	E	—	—	—	—	—	—	—	—
E. Use of labels and advertising materials	I	E	—	—	—	—	—	—	—	—	—
Labeling legislation	I	E	—	—	—	—	—	—	—	—	—

SUGGESTED LEARNING ACTIVITIES - TEXTILES

LEVEL 1

Read and discuss the properties for cotton, wool and thermoplastic fibers. Bring out those properties particularly related to its care. List desireable characteristics.

Discuss the type of care required by cotton, wool and thermoplastic fabrics due to their properties.

Read references on yarn construction, types of yarns, characteristics, etc. Discuss. What relation does yarn construction have on appearance of fabric, wearabilitiy, etc.

Read references on weaves. Students study samples of fabrics that illustrate different weaves

Discuss terms found in construction such as warp, filling threads, grain line, selvage.

Read and view films on how design is applied to fabric. Define the differences between structural and surface design.

Discuss relationship between printed design and grainline. List the factors important in selecting a fabric.

Pick out samples that would fit into the two categories of pattern design.

Read about the common finishes applied to fabrics, both natural and synthetic. Read about the type of care required by common finishes.

Discuss: Which of these fabric finishes simply improve the appearance of the garment? Which improve their performance? What terms or descriptions might be found on labels and tags which indicate specific finishes? What care might be indicated on the label or tag in consideration of the finish?

Which finishes will require the most attention in care? Which will improve the ease of care?

Collect fabric samples. Identify fiber content, weave and finishes applied. How do these physical characteristics of the fabric relate to construction techniques, pattern selection, e

Students should test fabrics for shrinkage, snagging, pulling, resistance to abrasion, creasin Also test finishes for the effect of soaps, detergents, bleaches, crease resistance.

LEARNING ACTIVITIES - TEXTILES

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OBJECTIVES

I. Clothing Selection

Ability to analyze social and psychological reasons for choices of clothing in various cultures.

Ability to evaluate psychological effect of clothing on the individual.

Ability to appraise influences of fads and fashions on clothing selection.

Ability to analyze the influence of peer group upon one's personal preferences in clothing.

LEVELS OF INSTRUCTION

CONTENT OUTLINE	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
A. Social, psychological and economic aspects of clothing											
1. Clothing needs vary among cultures.	I	E									
2. Clothing needs are related to climate of various areas.	I	E									
3. Clothing is ornamentation.	I	E									
4. Reflection of social groups.	I	E									
5. Fashion cycles and influences of fads and fashions.	I	E									
6. Influence of one's personal values.	I	E									
7. Suitable clothing for different occasions	I	I	E								
a. Sportwear											
b. Schoolwear											
c. Other occasions											
1) Feeling of satisfaction in knowing one is well dressed.											
2) Group acceptance											

	LEVELS OF INSTRUCTION										
	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
8. Appraisal of fads and fashions a. Fashion is a style popular at present time b. Fad is a temporary, usually irrational fashion	I	I	E	—	—	—	—	—	—	—	—

OBJECTIVES

II. Clothing Selection (continued)

Ability to select a wardrobe appropriate to an individual's age, figure, resources, activities and personality.

Ability to apply principles of art to the selection of clothing.

Ability to analyze an individual's figure type in relation to structural lines.

LEVELS OF INSTRUCTION

	1		2		3	4	
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS
B. Study of art principles in relation to clothing selection.	I	I	E—				
1. Line							
2. Design							
3. Color							
a. Hue							
b. Intensity							
c. Value							
C. Suitable to individual figure	I	I	E—				
1. Skin coloring							
2. Hair coloring							
3. Color of eyes							
4. Face shapes							
5. Body measurements		I	E—				
6. Body proportions		I	E—				
D. Camouflage of figure problems through wise choice.		I	E—				

VES

ing Selection (continued)

ty to select a wardrobe appropriate to an
idual's age, figure, resources, activities
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ation to structural lines.

LEVELS OF INSTRUCTION

	1		2		3	4					
NT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
udy of art principles in relation clothing selection.	I	I	E	—	—	—	—	—	—	—	—
Line											
Design											
Color											
a. Hue											
b. Intensity											
c. Value											
itable to individual figure	I	I	E	—	—	—	—	—	—	—	—
Skin coloring											
Hair coloring											
Color of eyes											
Face shapes											
Body measurements		I	E	—	—	—	—	—	—	—	—
Body proportions		I	E	—	—	—	—	—	—	—	—
mouflage of figure problems through se choice.		I	E	—	—	—	—	—	—	—	—

SUGGESTED LEARNING EXPERIENCES - CLOTHING SELECTION

Level 1

Read text on Clothing Behavior

Review film on Behavior

Find pictures showing dress of people:
- from different geographic areas of the world
- in different activities
- of different age groups
- in different occupations

Students write a short statement on why they chose to wear the clothes they are wearing today. Do not sign name. Analyze.

Analyze activities engaged in and the frequency of participation of class members.

List clothing needs for each of these activities, i.e., warmth, freedom, femininity

Discuss the occasions for which the same type of clothes may be used in our community.

Compare your feelings in a situation where you were appropriately dressed, with a situatio when you were not well dressed.

Assemble outfits suitable for the occasions most often engaged in by class members.

Cut out pictures and choose fabrics suitable for an occasion. Give reasons.

Prepare a checklist for deciding what makes an outfit suitable for an occasion.

Evaluate costumes or pictures of costumes for school, sports and dress up. Use your check

Discuss, "Does everyone wish to be part of a group?", and "Do you choose your group or doe your group choose you?"

Analyze, "Identification of a group." Determine whether all members of a group dress alik

List dress characteristics of the seventh grade. Discuss similarities and differences wit other group.

XPERIENCES - CLOTHING SELECTION

hing Behavior

havior

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different geographic areas of the world
ifferent activities
ifferent age groups
ifferent occupations

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eryone wish to be part of a group?", and "Do you choose your group or does
you?"

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teristics of the seventh grade. Discuss similarities and differences with

Bring labels and tags to class which indicate finish applied and care required.

Using the labels and tags brought in by class members, discuss their value in relation to the amount and type of information given on care required. What might be an informative tag?

Level 2

Identify physical or emotional needs, inner and outer stimulus, and conformity or individuality relative to clothing values.

Plan a buzz session to list the activities of ninth graders in and out of school and the type of clothing each would require.

List the particular activities prevalent, in your community.

List items of dress suited to these various activities - analyze the wardrobe inventories formulated. Are the needs of all class members the same?

Formulate a wardrobe inventory with emphasis on items of clothing necessary, in order of needs, to make wardrobe adequate for all occasions a ninth grader is likely to encounter.

Read assignments giving recent percentages of family income spent on clothing.

Set up an imaginary family. Give the age and activities of each member. Include a ninth grader daughter. State the amount of the family income and the suggested amount allotted to each member.

Develop a guide for planning one's wardrobe.

Compare the cost of several garments (selected from several different types) made at home with ready made garments. Determine the effects of type of store, time of year, and type of sales purchases for family clothing. When is the best time to buy.

Demonstrate colors on eyes and skin of several girls. Have students try to determine what the color effects are.

Define: Hues, Intensity, Value. Relate to clothing.

Select two girls who represent opposite extremes in strength and contrast of coloring. Holding colors up to the girls, decide which intensities enhance each girl's coloring and which do not. Have samples of different colored fabrics and predict the effects they will have on different girls.

What effect will illness, age, sunburn, etc. have upon colors selected.

Select a pleasing color combination in an outfit from a magazine and explain why it is pleasing.

Formulate reasons as to why one has color preferences. What might cause these preferences to change?

Teacher demonstration on Line, Design and Texture.

List style features important for the current season.

Look at group pictures of ninth graders as found in school year book over a series of years. Note differences.

Discuss differences. Define fad, fashion and style.

Students bring in examples of style, fad and fashion in the form of articles or pictures. Construct a display or bulletin board.

Panel discussion of differences in clothing needs of family members.

Discuss differences in the amount of money available for clothes if mother works, if your father wears work clothes or dress suits, if you have a large family.

Find short stories, cartoons or pictures illustrating family problems concerned with clothing expenditures.

OBJECTIVES

III. Buymanship

Ability to analyze the relationship of time, money, and personal needs as they relate to purchase of clothing (clothing buymanship.)

Ability to evaluate quality of construction in a garment to be purchased.

Ability to analyze the relationship of fabric and finish to the requirements needed in a garment.

LEVELS OF INSTRUCTION

CONTENT OUTLINE	1 HE 1A	 HE 1B	2 HE 2	 HE 2X	3 HE 3	4 HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING
A. Buying principles used by a good consumer.								
1. Understand labels a. Information required by law. b. Information supplied by manufacturer.			I		E—	—	—	—
2. Types of stores available a. Department stores b. Discount stores c. Specialty stores d. Mail-order stores e. Custom design stores			I		E—	—	—	—
3. Decisions to be made a. When is the best time to buy b. How to take advantage of sales and specials c. How much of the family income can be spent for clothes for each individual.			I		E—	—	—	—

CTIVES

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	LEVELS OF INSTRUCTION										
	1		2		3	4					
NTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
Buying principles used by a good consumer.											
1. Understand labels a. Information required by law. b. Information supplied by manufacturer.			I		E	—	—	—	—	—	—
2. Types of stores available a. Department stores b. Discount stores c. Specialty stores d. Mail-order stores e. Custom design stores			I		E	—	—	—	—	—	—
3. Decisions to be made a. When is the best time to buy b. How to take advantage of sales and specials c. How much of the family income can be spent for clothes for each individual.			I		E	—	—	—	—	—	—

	LEVELS OF INSTRUCTION						*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4					
d. What types of clothing will best fit the needs of each individual.											
e. Should garment be purchased or could it be made.											
4. Evaluation of garment to be purchased.			I-		E————————————						
a. Quality of construction											
b. Physical characteristics of the fabric.											
c. Suitability of garment for use											
d. Cost of care and upkeep											
e. Time required for care and upkeep											
5. Selection of garments			I		E————————————						
a. Does garment fulfill needs of individual											
b. Does garment fit into wardrobe											
c. Choosing accessories to compliment total wardrobe plan.											
d. Footwear to harmonize with wardrobe.											

OBJECTIVES

III. Buymanship (continued)

Ability to comprehend the relation of clothing expenses to the total family budget, and analyze situations which require special consideration.

Ability to incorporate principles of budgeting into a wardrobe plan.

	LEVELS OF INSTRUCTION										
	1		2		3	4					
COURSE OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
B. Clothing selection as related to the total family budget			I		E	—	—	—	—	—	—
1. Factors affecting clothing needs. a. Climate b. Activities c. Group influences d. Number of family members e. Ability and time to sew f. Family values											
2. Formulating a plan for a wardrobe budget a. Clothing goals b. Coordinating a wardrobe basic plan c. Record of spending d. Amounts allocated for personal clothing from the family budget. e. Amounts earned from part-time jobs f. Determining a planned spending allowance			I		E	—	—	—	—	—	—

SUGGESTED LEARNING ACTIVITIES - ECONOMIC ASPECTS

Level 2

Read and inquire as to clothing allotments for each family member. Study factors which determine the cost of clothing.

Plan and carry out a comparison shopping trip comparing the cost of a ready made garment at three different stores with the cost, pattern, fabric and notions necessary to make a garment at home as nearly like the ready made garment as possible.

Analyze the findings of the shopping trip as to costs in relation to time.

Determine approximately what a teen-age daughter's portion of the family clothing budget would be.

List clothing purchased for this school year.

Evaluate and identify which are good and poor spending practices.

Good buying procedures. Emphasis on study of labels. Study trip to local department stores to compare quality, price, fabric, suitability of garment, to type of girl.

Using information gained from reading, prepare a chart which indicates emphasis on values most stressed in magazines, texts and case studies.

Develop a set of criteria (your own) to solve family clothing problems.

Write a paper analyzing and giving reasons why personal purchases were satisfactory or unsatisfactory.

Group work. Formulate a set of standards to be followed when purchasing clothing.

Write paper evaluating the value of department stores, specialty shops, chain stores, mail order catalogs and cooperative stores.

Read on care and storage of garments. Stain removal.

Research or group work. Recognize the effect of the proper care of clothing on the life and durability of garments. Present to class.

SUGGESTED LEARNING ACTIVITIES - ECONOMIC ASPECTS

BUDGETING

Summarize types of clothing or characteristics of items which contribute to safety, warmth, ease of movement and daily activities or events.

Bring advertisements to class which are geared to adding to your wardrobe.

Discuss ways in which individual values enter into clothing choices.

Demonstrate ways in which accessories may be used to make a garment suitable for several occasions.

Find pictures showing dress of people:
- from different geographic areas of the world
- in different activities
- of different age groups
- in different occupations

Develop values in making budgetary decisions relative to clothing. Allocate amounts of income for various family clothing expenditures.

OBJECTIVES

IV. Family Clothing

Ability to understand factors that influence acquisition and use of family clothing.

Ability to understand clothing influences related to needs of individual family members.

Ability to apply criteria in judging garment construction, selection and care.

Ability to weigh values in making budgetary decisions relative to clothing.

	LEVELS OF INSTRUCTION						*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
	1		2		3	4					
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4					
A. Factors influencing family clothing needs						I			E——	——	——
1. Physical needs of infant											
2. Practical requirements and needs of children											
3. Physical needs of men											
4. Physical needs of women											
5. Activities of children affecting clothing selection											
6. Activities of adults affecting clothing selection											
B. Social factors influencing family clothing.						I			E——	——	——
1. Social values											
2. Aesthetic values											
3. Economic resources											
4. Individual values											

	LEVELS OF INSTRUCTION						*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4					
C. Judging quality in garment construction						I			E ——	——	——
1. Workmanship											
2. Appearance											
3. Suitability to individual											
D. Budgetary decisions						I			E ——	——	——→
1. Purchasing power											
2. Achievement of clothing goals											
3. Amount of disposable income for clothing expenditures											

SUGGESTED LEARNING ACTIVITIES

FAMILY CLOTHING
Level 4

Read books and articles on characteristics of infant's clothing. Show filmstrip on infant clothing.

Bring in and discuss ideas gathered from mothers and nurses regarding practices in clothing the infant.

Develop a set of criteria for evaluating infant clothing on the basis of meeting the needs of the infant, durability and ease of care.

Develop an evaluation scale for judging infant clothing needs in relation to family clothing needs.

Use the evaluation scale to judge infant clothing needs in relation to family clothing.

Read and discuss about the clothing needs of children in the family. Study the tags and labels and discuss the types of information given regarding children's clothing.

Prepare and present a panel discussion on clothing needs for various age levels of boys and girls in a typical family.

Analyze the relationship between individual clothing needs of family members and the total family plan of selection and use.

Discuss books and articles on the clothing needs of men.

List items in a minimum basic wardrobe for men.

Analyze the minimum basic wardrobe of men and compare with the minimum basic wardrobe of other family members.

Analyze pictures and ads of men's clothing as to style, general appearance, expected durability, type of care and satisfactions they might give.

Evaluate men's clothing needs and appropriateness. Make a cost analysis of these items. How do these relate to the total family needs and expenditures?

Review the previously learned information on clothing needs of women (high school girls are the same).

Analyze the clothing needs of different women as influenced by age, activities, status, and family situation.

Define the following values: social, aesthetic, religious, economic and power. Read resource materials which indicate how values affect or should affect clothing decisions.

Discuss whether social changes made it more necessary for clothing decisions to be carefully made.

If a construction project is to be included at this level, it should be a cooperative planning unit with garments to be constructed consistant with the past experiences and abilities of the students.

OBJECTIVES

V. Wardrobe planning

Ability to synthesize a plan for coordinating a basic wardrobe

Ability to evaluate whether purchasing or constructing a garment will result in greater personal satisfaction.

	LEVELS OF INSTRUCTION										
	1		2		3	4					
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
A. Social factors influencing wardrobe plan			I	I	E	—	—	—	—	—	—
1. Activities											
2. Climatic conditions											
3. Individual values											
4. Social events											
B. Economic factors influencing wardrobe plan			I	I	E	—	—	—	—	—	—
1. Percentage of family income allocated to the individual											
2. Factors which influence cost of clothing											
3. Buying clothing versus construction											
4. Quality of fabrics and construction											

	LEVELS OF INSTRUCTION										
	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY CLOTHING	*TAILORING	*FASHION AND FABRIC
Aesthetic influences on wardrobe planning 1. Personal enhancement 2. Social acceptance 3. Expressing personality 4. Using design components to best advantage 5. Influence of fads, fashions and style 6. Expressing creativity 7. Modifying outfits creatively			I	I	E	—	—	—	—	—	—

SUGGESTED LEARNING EXPERIENCES - CLOTHING

WARDROBE PLANNING

Level 2

Arrange a bulletin board on effective use of components of design in dress entitled "What's My Line?"

Discuss the components of design in relation to typical types in the class

Analyze the effect of design components on one's appearance. How will this influence wardrobe selection?

Collect pictures of current fashions and analyze as to fad, fashion, style.

Select clothes or pictures of clothing that appeal to the individual personality types represented in the class

Discuss practices and activities characteristic of your community. Bring in pictures of outfits suited to different activities or social events. Discuss these. Summarize types of clothing or characteristics of items which contribute to safety, warmth, ease of movement and daily activities or events. Find pictures of climatic conditions which might influence clothing choices. Bring advertisements to class which are geared to adding to your wardrobe. Discuss ways in which individual values enter into clothing choices.

Model clothing appropriate for various occasions at this age level in your community. Demonstrate ways in which accessories may be used to make a garment suitable for several occasions.

Formulate a wardrobe inventory with emphasis on items of clothing necessary, in order of need, to make wardrobe adequate for all occasions a ninth grader is likely to encounter. This could be for one season or the entire year. Demonstrate how one can gradually change to a new color scheme in a wardrobe.

Analyze the wardrobe inventories formulated. Are the needs of all class members the same? Why or why not?

Develop a list of clothing items. Have girls analyze as to appropriateness for school, sports or dress.

List factors (may be done by means of a buzz session) that one would need to consider when deciding to make or buy clothing.

Compare the cost of several garments (selected from several different types) made at home with ready-made garments.

Discuss varying degrees of sewing skill individuals possess and the amount of skill necessary to construct varying kinds of garments.

Discuss the possibility of clothing construction as a leisure-time activity

Level 3

Plan and carry out a comparison shopping trip comparing the cost of a ready made garment at three different stores with the cost, pattern, fabric and notions necessary to make a garment at home as nearly like the ready made garment as possible. Decide on a sum of money such as $.50 or $1.00 an hour -- add this to the cost of the materials necessary for the dress made at home -- discuss findings.

Analyze the effect of design components on one's appearance. How will this influence wardrobe selection: Analyze the figures drawn as to proper and improper use of design components. What effect will this have on each individual?

Become familiar with style and current fashions by looking through fashion magazines and window shopping. Define fad, fashion and style.

Discuss current fashion trends and modifications necessary to adapt to the individual personality and figure types.

Define creativity. Read on ways of expressing creativity. Bring in pictures that express different feelings.

Read about structural and decorative designs to learn their relationship.

Discuss ways of expressing creativity in dress.

Discuss ways of modifying outfits creatively.

Discuss the pictures of clothing as to how they may be expressions of creativity.

Discuss the feelings conveyed by different clothing.

Find examples of basic dress designs in fashion magazines. Note how they may vary in color, design, texture and accessories.

OBJECTIVES

VI. Care and maintenance of clothing

Ability to apply techniques of clothing repair and maintenance to one's own wardrobe.

Ability to analyze storage requirements for various types of garments.

	LEVELS OF INSTRUCTION										
	1		2		3	4					
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
A. The daily care of clothing includes the attention given a garment when dressing and the care given if after undressing.	I		E	—	—	—	—	—	—	—	—
1. Laundry of personal clothing; machine washing vs handwashing											
a. Techniques of handwashing	I		E	—	—	—	—	—	—	—	—
b. Minor clothing repair	I		E	—	—	—	—	—	—	—	—
1) Hemming											
2) Buttons											
3) Hooks and Eyes											
c. Spot removal	I		E	—	—	—	—	—	—	—	—
2. Ironing - pressing	I		E	—	—	—	—	—	—	—	—
3. Brushing and airing	I		E	—	—	—	—	—	—	—	—
B. Supplies and equipment for easy care of clothes	I		E	—	—	—	—	—	—	—	—
C. Weekly and seasonal care	I		E	—	—	—	—	—	—	—	—
1. Dry cleaning											
a. Use of spot removers on types of stains	I		E	—	—	—	—	—	—	—	—

	LEVELS OF INSTRUCTION						*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4					
b. Use of cleaning fluid	I		E	—	—	—	—	—	—	—	—
1) Safety rules											
2) How to avoid rings and spots											
c. Commercial dry cleaning	I		E	—	—	—	—	—	—	—	—
1) Expense											
2) Advantages and disadvantages											
3) How to get best service from a dry cleaner											
d. Coin operated self-service dry cleaning	I		E	—	—	—	—	—	—	—	—
1) Expense											
2) Advantages and disadvantages											
2. Storage - Grooming for clothes		I	E	—	—	—	—	—	—	—	—
a. Daily care											
1) Brushing											
2) Airing											
b. Weekly care											
1) Cleaning											
2) Pressing											
c. Drawer accessories to make storage more efficient											
d. Closet accessories to make best use of space available											
e. Seasonal care											

SUGGESTED LEARNING ACTIVITIES

CARE OF CLOTHING

Level 1

Discuss film on care of your clothes.

Have a buzz session on care required of clothes; daily, weekly, and seasonally.

Read, discuss and demonstrate the technique for;
- putting on clothes correctly
- wearing clothes with care
- taking off and putting away clothes carefully
- preparing clothes for the next day - ironing, pressing, brushing and airing

Read, discuss techniques of handwashing

Discuss handwashing versus machine washing

Demonstrate procedure on simple clothing repair - hemming, buttons, hooks and eyes

Read and discuss technique of spot removal

Discuss commercial versus coin-operated dry cleaning - expense, advantages and disadvantages.

Analyze the cost and the quality of the coin-operated laundries and dry cleaning machines.

Plan storage of clothes for different seasons.

Through discussion, recognize when clothes should be mended in light of garment and time required

Continue study on care of clothing:
- laundry of sweaters and blocking
- care of lingerie, hose, etc.
- stain removal

OBJECTIVES

VII. CLOTHING CONSTRUCTION

Ability to evaluate a garment in terms of construction techniques, overall appearance, and suitability to the wearer.

Ability to analyze equipment requirements for a specific construction technique.

Ability to apply maintenance rules to sewing equipment.

CONTENT OUTLINE	LEVELS OF INSTRUCTION 1		2		3	4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4					
A. Sewing Equipment											
1. Selection, purchase and care of sewing equipment and supplies.		I	E	—	—	—	—	—	—	—	—
a. Description and explanation of equipment		I	E	—	—	—	—	—	—	—	—
1. Students personal equipment.		I	E	—	—	—	—	—	—	—	—
2. Room equipment for sewing, pressing, cleaning, etc.		I	E	—	—	—	—	—	—	—	—
b. Quality guides - cost in relation to quality		I	E	—	—	—	—	—	—	—	—
c. Care and storage of equipment		I	E	—	—	—	—	—	—	—	—
d. Safety in usage		I	E	—	—	—	—	—	—	—	—
2. Care and operation of sewing machine. Familiarization with various brands.		I	E	—	—	—	—	—	—	—	—
a. Use manual		I	E	—	—	—	—	—	—	—	—

	LEVELS OF INSTRUCTION										
	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
b. Knowledge of parts in relation to function		I	E	—	—	—	—	—	—	—	—
c. Proper care and storage		I	E	—	—	—	—	—	—	—	—
d. Safety in use of maching		I	E	—	—	—	—	—	—	—	—
e. Correct operation		I	E	—	—	—	—	—	—	—	—
1) Threading needles		I	E	—	—	—	—	—	—	—	—
2) Winding bobbins		I	E	—	—	—	—	—	—	—	—
3) Adjusting to various adjustments			I	—	—	—	—	—	—	—	—
f. Simple repairs		I	E	—	—	—	—	—	—	—	—
1) Changing the needle											
2) Cleaning and oiling											

SUGGESTED LEARNING EXPERIENCES - CLOTHING

SEWING EQUIPMENT

Level 1

Read about small equipment in reference books

Discuss advantages and disadvantages of small equipment as well as correct use

Determine which pieces of equipment are necessary to purchase for their particular use

Each student purchases small equipment she will need

Read about sewing machines in reference books

Observe sewing machine for its various features

Discuss information about sewing machine; importance of good posture, correct handling, care and simple repair

Discuss safety in the use of small equipment, sewing machine and pressing equipment

Laboratory experiences on threading machine and stitching techniques

Basic pressing equipment introduced to the class

Demonstration of the use of pressing equipment

Define: Pressing, ironing, directional pressing

Using individual project fabric as sample, identify fabric and the temperature to be used as well as pressing technique to be followed

BJECTIVES

LOTHING CONSTRUCTION

bility to select a clothing project appropriate o one's own abilities, needs, and interests.

bility to apply pattern alternation principle o individual figure problems.

bility to evaluate the suitability of a fabric or a specific construction project.

LEVELS OF INSTRUCTION

	1		2		3	4					
ONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
. Pattern Selection and Alteration											
1. Pattern selection											
a. Taking accurate measurements of body		I	E	—	—	—	—	—	—	—	—
b. Selecting correct size and figure type		I	E	—	—	—	—	—	—	—	—
c. Choosing a pattern brand and style		I	E	—	—	—	—	—	—	—	—
2. Using a pattern											
a. Studying information on envelop guide sheet, pattern pieces.		I	E	—	—	—	—	—	—	—	—
b. Planning pattern alterations											
1. Comparing student's measurements		I	E	—	—	—	—	—	—	—	—
2. Consideration of individual figure problems											

LEVELS OF INSTRUCTION

	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
a. Keeping pattern ease for proper fit											
b. Keeping grain line markings straight.		I									
c. Make alterations in length, bust, shoulder, neckline, waistline, etc., as necessary.		I	E								
3. Flat pattern method of alterations.			I								
4. Learning how to combine two or more patterns.					I						
5. Test pattern in muslin bodice unit.					I						
6. Specific details for handling special fabrics relative to layout and marking.											
a. One way fabrics			I		E						
b. Diagonal weaves			I		E						
c. Stretch fabrics			I		E						
d. Knits			I		E						
C. Selection and Preparation of Fabric The fit and hang of a garment depends on grain perfection of the fabric used.		I	E								
1. Selection of fabric											
2. Preparation of fabric											
a. Straight of grain		I	E								
1. Torn method											
2. Pull method											
b. Pre-shrunk fabric and zippers			I	E							
1. Loden method											
2. Other methods											
c. Determine grain line and block fabric		I									

SUGGESTED LEARNING EXPERIENCES - CLOTHING CONSTRUCTION

PATTERN AND FABRIC SELECTION, PREPARATION AND USE

Level 1

Read references and note the criteria for measurement of patterns from chart

Study procedure involved in measuring body to determine size

Take measurements and record data

Locate measurements on pattern chart

Compare measurements with the standard measurements on a pattern chart

Select a pattern size

Study different figure types

Discuss differences among various figure types

Apply data about figure type to selection of figure type

Pick out pattern for simple garment to be constructed

Examine envelope and note kinds of information given on guide sheet - study symbols on pattern

Identify pattern piece and markings

Discuss pattern piece and markings

Discuss ways of making alterations to meet needs of the class

Make necessary alterations on pattern

Read in references and on the information given on pattern envelope on width of fabrics as well as notions used

Hand out pattern envelopes and show where to find the information on the amount of fabric to buy and the notions necessary for the garment

Demonstrate how to read the chart to figure out correct yardage

Using the pattern envelopes, figure out the yardage needed for the pattern style and the notions necessary

Analyze why it is important to know the fabric width

Read references and define grainline and shrinkage

Plan and take part in demonstration of the following:
    Straightening fabric torn from bolt
    Straightening fabric cut from bolt
    Preshrinking fabric and zipper
    Shrinking fabric and straightening fabric

Use stripes or checks to show meaning of grain of fabric

Review pattern selection information and methods of pattern alterations

Select a method for altering own pattern

Students analyze their own garments in relation to appropriate alterations

Study each fabric for its own way of being handled

Discuss grainline and special care needed for different types of fabrics and shrinkage methods: Knitted, non-woven, plastic, bonded

Have each girl test a sample of her fabric to be sure of best methods for marking and pressing, setting machine tension, amount of pressure on pressure foot, length of stitch, type of thread, and choice of appropriate seam finish.

Read information about equipment and procedures for pressing wool and synthetics

Set up criteria to judge proper care and pressing of garment during construction

OBJECTIVES

CLOTHING CONSTRUCTION

Ability to apply techniques of clothing construction appropriate to fabric, pattern and desired effects.

LEVELS OF INSTRUCTION

CONTENT OUTLINE

	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
D. Construction skills											
1. Getting ready to sew	I	E	—	—	—	—	—	—	—	—	—
a. Threading needle	I	E	—	—	—	—	—	—	—	—	—
b. Tying knot	I	E	—	—	—	—	—	—	—	—	—
c. Using thimble	I	E	—	—	—	—	—	—	—	—	—
d. Pinning	I	E	—	—	—	—	—	—	—	—	—
2. Handstitches	I	E	—	—	—	—	—	—	—	—	—
a. Basting	I	E	—	—	—	—	—	—	—	—	—
b. Slip stitching - blind		I	—	—	—	—	—	—	—	—	—
c. Vertical hemstitch	I	E	—	—	—	—	—	—	—	—	—
d. Catch stitching			I	—	E	—	—	—	—	—	—
e. Running stitch			I	—	E	—	—	—	—	—	—
f. Overcasting			I	—	E	—	—	—	—	—	—
g. Bar tacking			I	—	E	—	—	—	—	—	—
E. Basic techniques learned during garment construction		I	—	—	—	—	—	—	—	—	—
1. Stay stitching		I	E	—	—	—	—	—	—	—	—
2. Directional stitching		I	E	—	—	—	—	—	—	—	—
3. Darts		I	E	—	—	—	—	—	—	—	—
a. Plain											

	LEVELS OF INSTRUCTION 1 HE 1A	1 HE 1B	2 HE 2	2 HE 2X	3 HE 3	4 HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
b. Double pointed											
1. Stitching											
2. pressing		I	E	—	—	—	—	—	—	—	—
4. Tucks, sheering and gathering			I		E	—	—	—	—	—	—
5. Seams		I	E	—	—	—	—	—	—	—	—
a. Plain		I	E	—	—	—	—	—	—	—	—
b. French			I		E	—	—	—	—	—	—
c. Flat fell			I		E	—	—	—	—	—	—
d. Pinked		I	E	—	—	—	—	—	—	—	—
e. Overcast				I	E	—	—	—	—	—	—
f. Clean edge finish		I	E	—	—	—	—	—	—	—	—
g. Bound			I		E	—	—	—	—	—	—
h. Lapped			I		E	—	—	—	—	—	—
i. Zig zag		I	E	—	—	—	—	—	—	—	—
6. Placket construction			I		E	—	—	—	—	—	—
7. Zipper applications		I	—	—	—	—	—	—	—	—	—
a. Lapped		I	E	—	—	—	—	—	—	—	—
b. Slot		I	E	—	—	—	—	—	—	—	—
c. Hidden			I		E	—	—	—	—	—	—
d. Hand stitched			I		E	—	—	—	—	—	—
8. Facings		I	E	—	—	—	—	—	—	—	—
a. Fittings											
b. Seaming											
c. Clean finishing											
d. Application to garment											
e. Grading											
f. Clipping											
g. Understitching											
h. Tacking											
i. Pressing											

	LEVELS OF INSTRUCTION						*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4					
9. Interfacings		I	E	—	—	—	—	—	—	—	—
a. Choice of fabric											
b. Application											
10. Waistbands		I	E	—	—	—	—	—	—	—	—
a. Construction											
b. Application											
11. Linings and interlinings			I		E	—	—	—	—	—	—
a. Choice of fabric											
b. Cutting											
c. Type of application - Method of handling double construction.											
d. Other stiffening aids											
12. Pleat details			I		E	—	—	—	—	—	—
a. Box											
b. Inverted											
c. How to stitch underlay											
13. Joining bodice to skirt - waist line stay			I		E	—	—	—	—	—	—
14. Fitting of garment		I	E	—	—	—	—	—	—	—	—
a. Initial fitting											
b. Final fitting											
15. Collar construction - round, tailored, standup - and cuffs			I		E	—	—	—	—	—	—
a. Interfacings											
b. Bubbling for accuracy of roll convex curve											
c. Seaming											

	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
LEVELS OF INSTRUCTION	1		2		3	4					
d. Grading											
e. Clipping											
f. Understitching											
g. Application to garment											
16. Pocket application		I	E	—	—	—	—	—	—	—	—
a. Patch		I	E	—	—	—	—	—	—	—	—
b. Welt				I	E	—	—	—	—	—	—
c. Flap			I		E	—	—	—	—	—	—
17. Sleeves			I		E	—	—	—	—	—	—
a. Set-in											
b. Raglan											
c. Kimono											
18. Hems		I	E	—	—	—	—	—	—	—	—
a. Marking to establish hemline											
b. Turn, press, baste lower edge of hem											
c. Trim to even width of hem											
d. Hem edge finished in way suitable for style and type of material		I	E	—	—	—	—	—	—	—	—
1) Tape			I		E	—	—	—	—	—	—
2) Clean edge finish		I	E	—	—	—	—	—	—	—	—
3) Tailors hem			I		E	—	—	—	—	—	—
e. Hand hemming stitches	I	E	—	—	—	—	—	—	—	—	—
f. Pressing	I	E	—	—	—	—	—	—	—	—	—

	LEVELS OF INSTRUCTION										
	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
19. Fastenings											
a. Hooks and eyes	I	E	—	—	—	—	—	—	—	—	—
b. Buttons	I	E	—	—	—	—	—	—	—	—	—
1) Types											
2) Application											
c. Buttonholes			I		E	—	—	—	—	—	—
1) Bound				I	E	—	—	—	—	—	—
2) Machine made			I		E	—	—	—	—	—	—
3) Hand made					I	—	—	—	—	—	—
d. Snaps	I	E	—	—	—	—	—	—	—	—	—
e. Gripper snaps for skirt or slack waistbands	I	E	—	—	—	—	—	—	—	—	—
20. Applying trims and decorations		I	E	—	—	—	—	—	—	—	—
21. Making belts, ties, construction with a belt kit.			I		E	—	—	—	—	—	—
22. Pressing techniques											
a. Proper use of pressing equipment emphasized in each step of construction		I	E	—	—	—	—	—	—	—	—
b. Final pressing		I	E	—	—	—	—	—	—	—	—

SUGGESTED LEARNING ACTIVITIES - CLOTHING CONSTRUCTION

CONSTRUCTION SKILLS AND TECHNIQUES

Level 1

Reading, discussion and application of following technique as the need arises on each student's project

- cutting out garment
- methods of marking
- hand stitches
- stay stitching and directional stitching
- darts
- seams
- zippers
- facings
- waistbands or facings
- fitting of garment
- fastenings
- hems
- pressing technique

Level 2

Read text and demonstrate each of the following techniques that are to be taught at the second level.

- unit method of garment construction
- suitable linings for garments constructed in Level 2
- plackets
- steps in setting in a sleeve
- steps in applying a collar
- hems suitable for garment being constructed
- machine made buttonholes
- attach bodice to skirt - styles permitting

Level 3

Discuss which facts are pertinent about interfacings, and characteristics of various interfacing fabrics.

Discuss suitable linings appropriate for outer fabric and use of garment.

Read text and discuss each of the following techniques:

Hand stitches - Running stitch, overcasting, bar-tacking
Seams - Bound, lapped
Hand stitched zipper
Pocket application - Welt
Tailors hem
Bound buttonholes
Belts and ties

Each student decides on placement and procedure to follow for each of the above techniques for own garment.

Construct and attach linings where needed.

OBJECTIVES

CLOTHING CONSTRUCTION

Ability to evaluate garment for quality of construction techniques and suitability to the individual

LEVELS OF INSTRUCTION

CONTENT OUTLINE	1		2		3	4					
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
F. Evaluation of garment for quality of construction and suitability											
1. A well fitted garment fits the contour of the body, is free from diagonal wrinkles and hangs straight		I	E								
2. The well fitted garment depends upon the quality of the construction, choice of pattern for the figure and the type of material chosen		I	E								
3. The finished appearance of the garment will be influenced by the fit, construction techniques and pressing procedures used		I	E								

S

CONSTRUCTION

evaluate garment for quality of
on techniques and suitability to
dual

NT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*CLOTHING FOR GIRLS	*INTERMEDIATE CLOTHING CONSTRUCTION	*FAMILY - CLOTHING	*TAILORING	*FASHION AND FABRIC
LEVELS OF INSTRUCTION	1		2		3	4					
aluation of garment for quality construction and suitability											
A well fitted garment fits the contour of the body, is free from diagonal wrinkles and hangs straight		I	E								
The well fitted garment depends upon the quality of the construction, choice of pattern for the figure and the type of material chosen		I	E								
The finished appearance of the garment will be influenced by the fit, construction techniques and pressing procedures used		I	E								

SUGGESTED LEARNING ACTIVITIES - CLOTHING CONSTRUCTION

EVALUATION

Model the garment for the class

Analyze the construction techniques, appearance, and fit of the completed garment

PERSONAL DEVELOPMENT

GENERAL OBJECTIVE

Appraisal of an individual's responsibility for creating an environment which promotes health, growth and personality development of self, peers and family members.

CONTENT OUTLINE

I. Understanding Yourself

II. Understanding Relationships With Peers

III. Understanding Relationships With Family

OBJECTIVES

I. Understanding Yourself and Your Relationships with Others

Appraisal of an individual's responsibility for creating an environment which promotes health, growth and personality development of self, peers, and family members

Ability to evaluate one's self in terms of psycho-social maturity and characteristics of self actualizing a personal---122 (Brown and Plihal)

Ability to analyze the factors which make up the "self"

Ability to identify the role of personal values in determining behavior

Appreciation of one's own uniqueness

Ability to analyze the importance of human sexuality in one's relationships with people and responses to situations

Ability to synthesize a standard for one's own character and personality

Appraisal of the influence of health habits upon personal appearance

LEVELS OF INSTRUCTION

1 2 3 4

HE 1 A HE 1 B HE 2 HE 2 X HE 3 HE 4

CONTENT OUTLINE

A. Factors influencing personality development I————

1. Heredity
2. Environment
3. Experiences

I——E——

	LEVELS OF INSTRUCTION					
	1		2		3	4
	HE 1 A	HE 1 B	HE 2	HE 2 X	HE 3	HE 4
B. Factors influencing character traits			I	—	—	—
1. Physical needs of individual 2. Mental growth of individual 3. Emotional growth of individual 4. Social growth of individual 5. Spiritual growth of individual						
C. Problems of adolescence			I	—	—	—
1. Health 2. Desire for recognition 3. Independence at home and school						
D. Mental behavior			I	—	—	—
1. Identification 2. Rationalizing 3. Compensation						
E. Development of ethical values			I	—	—	—
1. Behavior is a result of socio-emotional experience 2. Ethical values are molded by family, church and community 3. Individual value system results from accepting, rejecting or modifying other values						

	LEVELS OF INSTRUCTION					
	1		2		3	4
	HE 1 A	HE 1 B	HE 2	HE 2 X	HE 3	HE 4
F. Influence on health habits on personal appearance			I	———	———	———
1. Health terms						
2. Habits of cleanliness as related to:						
a. Skin						
b. Hair						
c. Clothing						
G. Influence of beauty aids on personal appearance			I	———	———	———
1. Hair styles						
2. Make-up						
3. Nail products						

SUGGESTED LEARNING EXPERIENCES - PERSONAL DEVELOPMENT

UNDERSTANDING YOURSELF

Level 2

Read reference on personality and emotional behavior. What do we mean by personality? What may cause differences in emotional growth?

Discuss personality traits which are typical of teenagers.

Give examples of personality traits by describing some person whom you think is a successful person.

Discuss qualities of an emotionally mature person.

Report on stories which illustrate emotional changes of the adolescent. Have each class member tell one way in which he acts more grown up than he did last year.

Read text on character traits; honesty, unselfishness, truthfulness, respect for rights of others. What do we mean by honesty?

Discuss "Morality is what the group thinks is right."

Write a paragraph on the importance of respect for other people and their possessions.
Define: Moral responsibility
Spiritual enrichment
Mutual consent
Devotion to truth
Respect for excellence
Moral equality
Pursuit of happiness

Buzz groups discuss need for family to have a set of values.

Discuss the ideas we value in our homes.

Tape: "Developing Moral and Spiritual Values," CD-89, University Extension, Minnesota

Dramatize and discuss home situations in which good values are expressed.

Discuss difference between right and wrong.

Panel discussion, "Why people are untruthful."
- in jest
- because of fear and insecurity
- to win approval
- to gain advantages

Round table discussion...List ethical character traits which you may have observed in others at home, church, school

Which of these character traits will you strive to acquire for yourself?

Why?

Suggest ways in which a shy, self-conscious person might work to overcome this feeling.

Discuss kinds of decisions which teenagers should be able to make for themselves.

Discuss kinds of decisions where they would need advice from parents.

Have groups or individuals report on various aspects of health.

Have a beautician speak on the care and styling of hair.

Describe the appearance of a well-groomed person.

Discuss personal cleanliness, bathing, use of deodorants, shampoos, etc.

Plan to improve three of your habits in order to make a better personal appearance. List the things you will do. Have students practice walking, sitting, and getting out of a car gracefully.

Analyze how poor posture can affect the garment you are wearing.

Discuss the relationship of good health habits to an attractive person.

Have students analyze their face and determine the best hair style.

Discuss make-up. Analyze personal coloring in relation to choosing make-up. Different types for different occasions.

OBJECTIVES

II. Understanding relationships with peers

Evaluation of the effects of communication in interpresonal relationships

Identification of mutual influence between oneself and peer groups

Appreciation for the unique qualities of each individual within a peer group

Analysis of kinds of behavior which promote sound friendships and personality development

LEVELS OF INSTRUCTION

	1		2		3	4
	HE 1 A	HE 1 B	HE 2	HE 2 X	HE 3	HE 4
A. Influence of peer			I——	——	——	——
B. Qualities of mature friendships			I——	——	——	——

CONTENT OUTLINE

A. Influence of peer
  1. Attitude
  2. Action
  3. Interests
  4. Conversations
  5. Dress
  6. Places we go
  7. Needs and desires
  8. Reactions to family members
  9. Reactions to school
  10. Reactions to community
  11. Reactions to church
  12. Reactions to our goals and values

B. Qualities of mature friendships
  1. Understanding
  2. Appreciation
  3. Companionships
  4. Mutual interests

LEVELS OF INSTRUCTION

1 2 3 4

HE 1 A HE 1 B HE 2 HE 2 X HE 3 HE 4

C. Development of social behavior
  1. Social needs
  2. Manners
  3. Social patterns of behavior
  4. Influence of mass media
    a. Radio
    b. Television
    c. Movies
    d. Magazines

I————————

OBJECTIVES

III. Understanding relationships with family

Ability to analyze roles and responsibility of family members in terms of their contribution to the family unit

Comprehension of needs of family members at all stages in the life cycle as they affect family decision making

Comprehension of the influence of cultural variation within a community upon attitudes, values and skills in homemaking

Analysis of factors within a family which influence growth and development of family members

LEVELS OF INSTRUCTION

	1		2		3	4
CONTENT OUTLINE	HE 1 A	HE 1 B	HE 2	HE 2 X	HE 3	HE 4
A. Responsibilities and privileges of family membership 1. Rights of individual family member 2. Privilege of individual family member 3. Responsibilities of individual family member			I ———	———	———	———
B. Mutual needs and expectations 1. Contribution of each member 2. Contribution of each family to each member			I ———	———	———	———

	LEVELS OF INSTRUCTION					
	1		2		3	4
	HE 1 A	HE 1 B	HE 2	HE 2 X	HE 3	HE 4
C. Communication with parents			I———	———	———	———
1. Causes of disagreement with the family						
2. Possible solutions to family disagreements						
3. Recognition of each individual viewpoint with the family						
D. Adolescent loyalty to parents			I———	———	———	———
1. Appreciation of contributions by the parents						
2. Appreciation of uniqueness of each parent						
E. Influence of family upon values			I———	———	———	———
1. Values give direction and meaning to life						
2. Values affect decisions						
3. Values affect behavior						
F. Factors which strengthen or weaken family life			I———	———	———	———
1. Current events						
2. Religious influence						
3. Standard of living						
4. Recreation						
5. Modern technology						

SUGGESTED LEARNING EXPERIENCES - PERSONAL DEVELOPMENT

UNDERSTANDING RELATIONSHIPS WITH PEERS

Level 2

Film, "How Friendly Are You?" Group discussion based on film.

List ways of meeting and making new friends, such as:
- volunteering to help on class projects, plays, parties
- joining clubs, church groups, recreation projects, school groups

Select ways you will meet new friends. Analyze yourself and how you will need to grow in qualities of friendship to make boy-girl relationships easier for you to continue to improve.

Write a paper answering the question, "Were they richer or poorer because of the experience of sharing?" What evidences were given for your analysis?

Read or role play a selected episode such as the new girls in your class or new neighborhood. List some of the reactions or attitudes of her peers.

Discuss in groups the factors that influence the girls in accepting or rejecting the girl in the story.

Make a check list for making friends, keeping friends, losing friends. Role play factors that are involved in making, keeping, or losing friends.

Analyze the factors that influence the students choice of friends. Write a paper.

Read resources in text to learn about dating patterns in various communities and cultures. Read current articles of dating customs and patterns.

Report on resources to find patterns of teenage dating in various communities Summarize current articles that show various patterns of dating.

Panel of parents and teenagers discuss factors which influence dating maturity such as; one's aspirations, one's maturity, customs, attitudes, etc. Discuss how friendships with the opposite sex may become a basis for dating; first in a group and later as a couple.

Discuss "Age for Dating"

Discuss advantages and disadvantages of going steady

Discuss advantages and disadvantages of double dating, single dating, and the successful date. Discuss film.

Review emotional problems of youth in present day society.

Read a case study on undesirable effects of mass media and discuss. Compare with observations made.

Check in community on what types of recreational activities and organizations are available.

Divide the class into groups -- three or four to a group. Have them discuss the question: "How many adolescents make use of leisure time?" After the class has brought all the ideas together, have them discuss the value of adolescents enjoying leisure time.

Visit several nearby newsstands and find out what teenage magazines sell in the largest quantity.

Make a bulletin board display of desirable magazines for adolescents.

Read articles in magazines on teenage dating.

Take a survey of a group of twenty people to find out what their favorite types of mass media are.

Take a survey of ten adolescents to find out what their favorite movies and television programs are.

Read references on effects of mass media among teenagers.

Watch television three evenings from 5 to 10 p.m. and report on which programs you would recommend for teenagers, small children and adults.

UNDERSTANDING RELATIONSHIPS WITH FAMILY

Level 2

Read references and the text on the subject of family membership; responsibilities and privileges.

Read Please Don't Eat the Daisies, And Then There Were Eight, or Peanuts.

Finish the sentence,"Family membership is....."

Keep a diary for one week listing the privileges and the problems of living in a family

Develop a check sheet for rating oneself as a family member.

Share with the class a specific instance in which you have demonstrated at home that you can assume responsibility and are dependable.

Class discussion on roles of and relationships between family members. What contributions can you make to the family?

Write and produce skits portraying the contribution which various family members can make to the family.

Read text and additional resource material on the mutual needs and expectations of the family. Study a chart showing a list of needs of parents and one of the needs of children.

What do young people need from their parents?

What do most parents seem to need from their children? How do these needs compare? How can the family organization be more flexible so that most of the needs of the individual members can be met?

Write a short paper on the benefits you receive from your family.

Dramatize several ways in which students can show their appreciation and affection for their parents.

Define communication in its broad sense.

Read references and text on communication between teenagers and parents.

Film, "Getting Along With Your Parents" - Encyclopedia Britannica Films

Analyze some of the most frequent situations in which young people feel they are not understood by their parents. When do the misunderstandings most often arise? Over what kinds of issues?

Make a list of the most common areas of disagreement and agreement. How could these conflicts be overcome?

Read references on teenage life of past and present and family loyalty. Read references on "Are parents too strict, or are they too lenient?"

Discuss how parents and adolescents can talk about family affairs and how to determine which are for family only. Discuss reasons for loyalty to parents and siblings.

Write an anecdote which shows good relations between teens and parents. Bring a cartoon relating to above.

Write a paper on "Why I should be loyal to my family?"

Read article, "A father's unspoken hope for his son."

Define: values
- goals
- tradition
- belief

Write a paragraph to illustrate the idea that it is sometimes necessary to risk being unpopular in order to uphold one's values. Formulate a list of values which you think you have that will guide you in developing your code which will be a guide for you to live by. Tell how you will use these values now and in the future.

Are these values justifiable? Relate each one to what is good. Write an evaluation.

Teacher and pupils give examples of how individuals and families differ in their capacity to love and in ways of showing affection.

Apply principles worked on from reading in text and news articles about problems in our community

Analyze the effect of acceptable dating practices upon teenagers individually

What do we mean by behavior, conduct, decisions

View film on social behavior

Read articles on manners that help teenagers develop poise and security

Discuss standards governing behavior, conduct in the community

List manners that help develop poise and security

Buzz groups to discuss individual's behavior and conduct at school functions

Define: society, hospitality, poise and manners

Read in texts, pamphlets and magazines about ways in which people are alike in their social needs.

Use two socio-dramas; one showing a girl that is socially confident and one girl that is not confident. What are the reasons for their actions? How are they different? How have their actions been influenced?

Discuss the value of good manners

Have class study manners in public places such as: in stores, at the movies, in a restaurant, in church, when traveling

Divide class into groups of three or four and have them do a short skit to demonstrate manners, introductions, etc.

Take a trait such as shyness and try to trace it to its origin

Compile a list of desirable and undesirable behaviors which indicate varying degrees of social maturity

CHILD DEVELOPMENT

OBJECTIVE

Ability to analyze the relationship between physical, intellectual, emotional and social development of a child

I. Care of young children

II. Prenatal development

III. Physical development

IV. Intellectual development

V. Social development

VI. Emotional development

OBJECTIVES

I. Care of Young Children

Ability to evaluate child care practices in relation to their contribution to healthy development of the child

Ability to analyze responsibilities in caring for young children

Ability to apply skills required in caring for the physical needs of children (nutrition, play, rest and elimination)

Ability to plan creative play experiences which relate to the growth and development of the child

Appraisal of children's play materials

Ability to provide a safet environment for a child

Ability to analyze discipline techniques in relation to their effect upon the child

Ability to analyze the relationship between the baby-sitter and the child and its' parents

LEVELS OF INSTRUCTION

	1		2		3	4
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4
CONTENT OUTLINE						
A. Routine care of children	I			E————	————	————
1. Developing sound sleeping habits						
2. Developing sound eating habits						
3. Learning to dress oneself						
4. Preventing children's accidents						
B. Development of children through play	I			E————	————	————
1. Play as the business of childhood						
a. Play as a tool						
b. Creative expression through play						

	LEVELS OF INSTRUCTION 1		2		3	4
	HE 1 A	HE 1 B	HE 2	HE 2 X	HE 3	HE 4
2. Influence of the purpose on the choice of play activities and materials						
C. Relationship between sitter and employer 1. Responsibilities of sitter to child and employer 2. Responsibilities of employer to sitter	I————————					

SUGGESTED LEARNING EXPERIENCES - CHILD DEVELOPMENT

CHILD CARE

Level 1

Explore resources to find the common characteristics of children at different ages

Read resources to answer the following:
What are the levels of social development at these ages?

At what age can children be expected to start playing together?

View films: "The Terrible Two's"
"The Trusting Three's"
"The Frustrating Four's and Fascinating Five's"

Note the behavior of children

Class discussion comparing differences in child behavior in the four ages and child care procedures as shown in the above films

Identify and discuss characteristics that are often called typical of a specific age group

Read and discuss references on the care of younger brothers and sisters and ways teenagers can assume family responsibilities.

Read references on the importance of sleep to health

List and discuss good sleeping habits for children and some of the problems in establishing them

Discuss the importance of regular hours of sleep and rest for children

Discuss ways a child may be affected later in life by using "going to bed" as a means of punishment

Students consider the attitudes of their younger brothers and sisters toward nap and bedtime

Read references on food for children and eating habits of children

View films and discuss home eating habits and problems

Discuss how good eating habits may be prompted and poor ones prevented or overcome

Discuss the importance of introducing new foods early in the child's life

Show sample menus for children's meals

Discuss kinds of foods to be used as between meal snacks

Analyze eating habits of children observed in relation to their growth and development

Discuss proper clothing for children, ways of helping children be independent and gain self-confidence in dressing themselves

Collect pictures of garments for children under six for use on the bulletin board. Include underwear, outerwear, clothes for warm and cold weather

Read references on safety for children

Students list possible dangers in the child's environment and discuss what may be done to eliminate them

Find newspaper articles on accidents of small children in the home. Discuss.

List some of the common emergencies which may occur while caring for children and discuss what may be done to prevent or cope with them.

List some safety tips to follow when caring for children.

Discuss safety features in toys.

Discuss ways of guiding children to put toys away.

Analyze specific play situations as to how accidents could occur.

Describe some of the "disguised ways" we go after "what we need" like the little boy who pulls his new baby brothers hair. How does it help to realize what is back of such behavior--

Discuss possible situations involving discipline of the child and solutions possible for a teenager responsible for small children.

PLAY

Explore resource materials to find different types and characteristics of play for children.

Bring play materials from homes to show classmates. Evaluate for age levels.

Visit a nursery school or kindergarden to learn what toys and games are enjoyed by the children.

Have a librarian discuss selections of books.

Select toys and report what aspects of growth it could help develop.

What items can be found in the home that are suitable play things with which to entertain small children.

Discuss types of toys suitable for children on through six.

Panel discussion on toys to be found in a store that can and cannot promote growth.

Safety factors to consider when purchasing.

Arrange a toy exhibit with explanations.

Compile games and play objects to be used by teenagers assisting with small children.

- Active Play
- Manipulation and construction
- Dramatic play
- Creative play

Enumerate games that are

- quiet-
  - indoor
  - outdoor

- active-
  - indoor
  - outdoor

Write a story for a child; illustrate it.

Teach children new songs.

Make a scrapbook of play ideas and games for the teenager taking care of a young child.

Role play: Assign situations to students in class-Temper tantrum, etc. Follow with a class discussion as to solutions.

Read reference and discuss relationship between sitter and employer.

Ask mothers to relate experiences of introducing new foods into a child's diet. Study references to find out factors influencing food preferences of children, feeding problems, and purposes of food during this period of growth.

View films such as "Why Won't Tommy Eat."

Observe ways to help children form good eating habits.

Define: forced feeding, overeating, malnutrition.

Arrange a bulletin board showing foods for children.

Discuss manner in which new foods should be introduced and the role that our emotions play in doing this and conveying our attitudes to the child.

Relate instances in which food habits are formed and the responsibility of individual family members in helping to form these habits.

ACTIVITIES

Level 2X

Observe children at play. Note various characteristics such as imagination, creativity, sense perception, etc.

Analyze children's books and toys in relation to the purpose of training for the development of sense perceptions. Analyze ways in which adults may handle imitation behavior problems. Analyze ways in which adults may handle imitation behavior problems Analyze ways in which adults may handle children's lies which are a problem of imagination. How can you educate children to value the truth?

Evaluate children's play materials in relation to criteria.

Observe various type of discipline being used. Analyze what makes the discipline effective or ineffective.

Formulate guides for disciplining a child.
    Responsibilities of sitter to child and employer.
    Responsibilities of employer to sitter.

By means of discussion, help students better understand some of the duties involved in care of younger children.

Compile information sheet needed.
    physical aspect
    telephone numbers
    schedule to be followed
    activities permitted

CTIVITIES

evel 3

By means of discussion and review of former units in child care, help the student better understand some of the duties involved in care of younger children.

Observe children in different types of play. Note what they are learning in each activity and how it helps in the development of the child.

Discuss toys and games in relation to their contributions to satisfying the needs of the child at different stages.

Discuss effect of play on a child's personality.

Analyze a selected toy or game as to its contribution for developing muscular coordination.

Develop a set of criteria for selecting play material. Include safety, durability, educational value, and appeal to children.

Exhibit materials used to develop creative expression in children. Discuss.

Observe children in original dance, creative dramatic situations, story telling situations.

Observe their ability to express themselves verbally.

Discuss the effect of a child's environment upon his creative development.

Discuss types and characteristics of creative materials which could be provided in the play school.

Discuss the value of observing children in creative situations for better understanding of the individuality and uniqueness of each child.

Discuss the value of music in the development of the child's ability to differentiate between sounds, and as an opportunity to react to music in his own way.

Analyze effects of different color, music, textures on children. How do they vary? Why should there be a noticeable absence of adult instruction on the use of creative materials?

Observe child playing alone, and with other members of the family.

Interpret what may have been contributing factors in the children's choice of play activities.

What features would limit a childs play? (Clothes they wear, health, equipment, etc.)

Definition of sleep:

Study of references for findings on conditions and equipment that are necessary or favorable for healthful sleep. List basic conditions needed for falling and ~~remaining~~ asleep until rested.

Discuss effect of sleep on the body. Why do some children need more or less sleep than others? Observe or recall from experiences with young children: a child when tired, when aroused before rest period is completed, and when rested. Describe behavior of child in each situation.

Students prepare and present skits on situations involving establishment or adjustment of child's sleep. Identify the effect on the physical and emotional well being of the child.

Discuss needs body has for food.

Review Basic Four.

Review basic functions food serves in the body.

Read chapter on nutrition in foods test.

Worksheet for students to seek information from text and reference books.

Students identify through discussion nutrients and their relationship to functions. What supplements are usually needed during infancy and childhood? Discuss findings from reading as to foods in each of Basic Four groups, the nutrients they provide and functions they serve.

OBJECTIVES

II. Prenatal stage of development

Ability to evaluate the reliability of sources of information available to expectant parents about prenatal development, childbirth and care of the infant

LEVELS OF INSTRUCTION

	1		2		3	4
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4
The beginning of life						I
A. Process of conception						I
1. Terms of human reproduction						
2. Effect of husband-wife relationships						
B. Characteristics of pregnancy						I
C. Prenatal care of mother						I
1. Diet for nutritional well-being						
2. Body changes in relation to development of the fetus						
D. Processes of labor and birth						I

SUGGESTED LEARNING EXPERIENCES - CHILD DEVELOPMENT

MOTHER AND BABY CARE

Level 4

Invite a young mother to class to have her tell about changes in roles when the baby was added

Read in references on the mental, emotional and physical effects of the new arrival on the parents

Discuss the environmental factors that influence the development of children

Find scientific information that dispels superstitions and myths about pregnancy. Analyze how this might help improve attitudes toward children.

Read about nutritional needs of the expectant mother

Investigate clinics or classes that are available for prospective parents

Give examples of nutritional elements and needs and discuss why nutritional supplements may be necessary

Compare diets of expectant mothers with a normal diet

Prepare a graph showing amounts of nutritional elements needed

Discuss the importance of supervision by a doctor during pregnancy

Make a list of foods that would fulfill specific nutritional needs. Investigate places and people from which the expectant mother could get help with diet.

Study menus and identify the nutritional elements in them. Search for information that relates specific elements to complications in pregnancy.

From a list of foods the students like, have them make up a diet for a week for an expectant mother.

Pass out copies of diet patterns and judge as to suitability for expectant mother

Learn changes that take place in mother's body

Discuss the sequential pattern of development - give examples

Discuss discomforts that may occur during pregnancy, why they occur and what may be done to make the mother more comfortable

Discuss why a cheerful outlook is invaluable during pregnancy

Discuss importance of regular medical care during pregnancy

Each student take one system of fetus such as digestive system and explain its development to the class

Discuss the changes in the mother's body and apply them to the pattern of the baby's development

Write a paper relating the development of the fetus and the changes in the mother's body to the care she will take during various stages of pregnancy

View film on labor and birth

Have a doctor visit the class and explain birth. Read and identify the stages of labor in characteristics of the birth process.

Have a student read references and give a report on natural childbirth

Read information on exercises and breathing for natural childbirth

Write a summary about the meaning of natural childbirth

Discuss pros and cons of childbirth without and with anesthetic

Discuss the effect natural childbirth would have on a mother's attitude toward labor and birth

Research and write a paper on what a mother would need to do in education, exercise and training to take part in natural childbirth

OBJECTIVES

III. Physical development

Ability to analyze the relationship between the physical development of a child and the care of the child

Ability to apply criteria for meeting the nutritional needs of the child in relationship to his physical development

Ability to evaluate children's clothing in relation to the physical and emotional needs of a child

LEVELS OF INSTRUCTION

CONTENT OUTLINE	1		2		3	4
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4
A. Patterns in growth				I	E———	———
B. Meeting the child's physical needs				I	E———	———
1. Food for a balanced diet						
a. Nutritive requirements						
b. Feeding problems						
2. Sleep and rest needed by children						
3. Clothing for children						
a. Construction for						
b. Styles - and aid or hindrance to growth						
c. Color to set the mood						

SUGGESTED LEARNING EXPERIENCES - CHILD DEVELOPMENT

PHYSICAL DEVELOPMENT

Level 2X

Define and memorize terms: growth, growth patterns, individual differences heredity, motor skills.

Read about growth in a young child.

Observe children in play or nursery school.

Observe motor skills--running, walking, jumping, and skipping.

Discuss how understanding growth might help you understand younger members in your family better.

Analyze the difference in growth pattern in children.

How do they differ in muscular development, motor skill, etc. at different age levels.

Show film on food for children and discuss diets for them.

Reveiw basic nutritional fact as they pertain to children: Basic Four, nutrient, defiency disease, special need of children.

Given several typical menus offered to children, predict the child's reaction to them.

Discuss eating patterns of children.

Write several menus which illustrate meetings a child's needs--physical and psychological.

Define: rest, fatigue, sleep pattern and discuss how age affects the sleep pattern.

Discuss "a child's bed." What characteristics are condusive to rest? How does an adult encourage rest? What specific methods with individuals were successful?

Observe two children who react differently during rest period. Write down anecdotal record. How did this affect rest?

Study exhibit of childrens clothing and state feature that provides for child's needs.

Observe type of clothing worn by children in play.

Discuss desirable characteristics in childrens clothing.

Members of class discuss with your mothers at what age you started to talk, walk, cut your first teeth, or other indications of development and compare with other members of the class.

Level 3

Following a description with adequate detail of activity and development of an infant, have students relate the various activities and developments to the functions of foods and the foods and nutrients that will provide for them.

Plan a day's food for a child at a specific state of development. Give reasons.

Films showing how satisfying physical needs helps to fulfill emotional needs. Discussion of this relationship following film.

Discuss reasons for considering a childs like and dislikes in foods.

Plan menus for children of different ages.

Analyze the effect of parental concern on the feeding behavior of the child.

Analyze the value of serving the family together.

Make a list of your food likes and dislikes. Analyze each and try to discover the reason for each.

Analyze the effect of the mealtime atmosphere upon the child.

Evaluate menus planned for children in relation to their nutritional requirements.

Develop a problem situation and have students evaluate feeding problems the child encountered.

List basic types and qualities of garments that will satisfy the basic clothing needs of the infant

Read pamphlets and reference books for information about types of garments needed at each developmental level.

Have students visit an infant clothing department in a store near them to become familiar with garments available for various ages and sizes of children.

Using opaque projector, show pictures of children in various garments. Students describe ways in which garments satisfy clothing needs.

Discuss effect of clothing worn by children as to behavior pattern and sex role expectations.

Film showing children in various activities - having sound off. Discuss functions clothing serves in the activities shown.

Assign each student a type of garment for a specific age. Examine at least two examples either in store or from wardrobe of young children in family (according to availability). Compare qualities of each.

Through class discussion, develop criteria for selection of infant and children's clothing to meet physical and emotional needs.

Plan a wardrobe for a child of a given age.

Evaluate selections made for a child's wardrobe from catalog clippings selected by teacher.

OBJECTIVES

IV. Intellectual development

Ability to comprehend sequence in a child's development of perception, concept formation and language facilities

Ability to analyze the ways in which children learn

Ability to evaluate a child's experiences as they contribute to his intellectual development

	LEVELS OF INSTRUCTION					
	1		2		3	4
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4
Factors to consider in Intellectual Development					I	E
A. Perception					I	E
1. Small children perceive the whole rather than part of the whole						
2. Undifferentiates perception of himself and the world						
3. Perception of time						
4. Animism - ascribing life qualities to all living and non-living objects						
B. Concept development					I	E
1. Development of a concept such as "kitty" and "daddy"						
2. Development of abstract thinking experience						
3. Concept of time						
4. Reality and fantasy in a child's experience						
C. Language development					I	E
1. Stages in a child's language development						
2. How a child learns speech						
3. Speech problem (lisping-stuttering)						

GGESTED LEARNING EXPERIENCES - CHILD DEVELOPMENT

TELLECTUAL DEVELOPMENT

vel 3

Read references and see film on language development.

Survey some children in your family or neighborhood to see when they first began to talk. Make comparison lists with other class member.

Define and learn terms connected with language development: language, imitation, vocabulary, sequence, verbal, larynx sentence structure and communication.

Observe children who are missing their front teeth and note how it affects their pronunciation.

Discuss "Baby Talk", what it is and what it's importance is. And also what influences older people have on children's language .

Give examples of poor language habits children pick up and discuss what to do about them.

Observe a child who is retarded in his language growth or has a special problem. See what suggestions you can make.

Write a paper on "The Importance of Language Development in Children."

vel 4

Read reference on: development of language, concept formation, memories, reasoning ability, creativity, growth of sense perception and judgement fantasies and dreams of exceptional children, and of slow learners.

Also, read reference on: intelligence, creativity, imagination, sense perception, imitation, and rote learning.

Ask librarian to discuss children's books.

Discuss the differences in the rate of intellectual growth in children.

Discuss the ways in which the sense of smell, taste, hearing, and sight are developed in the child.

Discuss the ways in which the perception of size, shape, color, texture, weight, distance, number and time are developed.

Discuss ways in which children imitate others.

Discuss how creative action occurs. How can creativity be encouraged in a child?

Discuss the growth of language facility. What basic words do children use? Why might a child be retarded in his language development? What are the causes of stuttering?

Discuss ways in which reasoning ability may be developing in a child.

OBJECTIVES

V. Social development

Ability to analyze parental and family influence on the socialization and personality development of the child

Ability to comprehend the sequence of social development

Ability to comprehend signs of social maturity and immaturity

Ability to analyze the role of our culture in shaping masculinity and femininity

LEVELS OF INSTRUCTION

	1		2		3	4
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4
A. Personality development					I	———
1. Identification with adults as models						
2. Influence of mass media						
3. Relationship between personality development in children and the personalities of adolescents						
4. The social world of children						
5. Social adjustments in the family						
B. Development of a sense of right or wrong					I	———
1. Importance of social experiences for young children						
2. Role of the family and culture						
3. Need for respect and acceptance						
C. Learning sex behavior					I	———
1. Differences in interest						
2. Differences in behavior patterns						
D. Developing independence					I	———
E. Relationships with others					I	———
1. Home responsibilities of teen-agers						
2. Responsibility for care of younger						
3. Share in family activities						
4. Need for relationships with others						
5. Influence of peers						

SUGGESTED LEARNING EXPERIENCES - CHILD DEVELOPMENT

SOCIAL DEVELOPMENT

Level 3

From references find out the differences in behavior expected of boys and girls according to social-economic classes. Compare similarities and explain.

Read to find the relationship between independence of children, and their sex, their siblings and position in the family.

Discuss what parents and teachers can do to promote independence and self-discipline.

List ways in which children may be assisted to become more independent such as bathing, dressing, etc.

List the value of chores in developing independence.

Observe a child at home, in church, or neighborhood to see what activities he carries on his own.

Summarize some of the things children learn about independence other than in the same family

From cases you have known, stories you have read, play and movies you have seen, list some of the ways in which children are "babied" by their parents. Do young people always react the same way to too much parental control? What are some of the more frequent ways in which young people respond to over-protection?

Observe children on the playground, in the lunchroom, in Sunday school, in the neighborhood, or a family and report individual difference.

Comparison of families

1. Large yard with swimming pool, play house, bikes, etc.
2. Apartment house with no yard to play.

Discussion: How would the children differ? What social problems might result in both? How could the parents remedy some of these problems.

Observe and discuss ways in which elementary children are being helped to make better adjustments in home, school, and community. Also why each family member is important and should be recognized as an individual.

Sense of Right and Wrong

Read text to find out the way an individual acquires his values, Define: "value," "habit," "right" and "wrong."

Discuss how education, biological inheritance and society determine a child's value.

Discuss the Golden Rule, the Ten Commandents, and other guides which suggest a code of conduct.

Contrast early adolescent behavior, interest, ideas, attitude, beliefs, and activities with present ones.

Read about the developmental tasks of pre-school and elementary school child.

Discuss the meaning of respect. List different people whose respect children crave and need.

In Buzz groups, discuss the ways adults show and fail to show respect for children.

Observe in a kindergarden to see how teacher handles different types of children and their needs.

Observe children on the playground, in the lunchroom, in school, in the neighborhood, or a family and report individual difference.

Observe instances of growth in interpersonal relationships and emotional contact in play school children. Analyze in relation to "average" characteristics for age level.

Discuss prevalent attitudes and action in children, ages three to five. Discuss the growing awareness children have of their environment and also of parent.

Consider ways in which children show their impressions of parents. Which activities of parents are most readily copied by children?

Dramatize the role parents play in helping children solve problems.

Look for magazines articles and stories on child development which deal with the role of adults as models. Give individual oral reports.

Watch T.V. shows between 5 and 8 p.m. and see how many there are for children and how many unfit for children. Give individual oral reports.

Read reference on "how to get along with children." Define: play, love, security, happiness, comfort and affection.

List some physical and emotional needs of a pre-school child and discuss how these needs can be satisfied by a parent.

Read references describing behavior and characteristics of children at different ages.

Read what authorities say on advantage and disadvantage of mothers working outside the home when children are of various ages. Consult employed mother.

List behavioral problems at different ages and discuss possible reasons for this.

Class discuss how children express their emotions of anger, fear, hate, jealousy, and also emotions of love, happiness and affection.

Discuss the results of reading on the effect of mothers working.

Discuss to what extent behavior is based on childhood training. Discuss effect of health on behavior. Discuss why it is important for a person to release tensions.

Discuss the terms "interpersonal" and "relationships." Consider with what people children usually have relationships and the attachments which children tend to choose at this age.

Read references about "The Child's Companions."

Discuss the differences in relationships formed, i.e. parent, other children, siblings, etc.

Observe relationships between children in play school. List social skills children apparently need to learn, are learning and have developed.

Discuss how child learns to share, to assert independence, and to have his rights to possessions respected.

Have class discuss and compare maturity levels of children who have made friends readily and those who play alone. What skills are present or lacking?

In Buzz groups, discuss personality traits singly, comparing the level of attainment in child with his level of relationship with others. i.e. independence, ability to share, concern for others, trust, etc.

Define: social maturity.

Study references to learn effect of various types of discipline on a child.

Observe several children.

Note how their differences affect the group. Compare his ability to play alone or with a group.

Note how children function in different sizes of groups.

Determine how basic social needs are met.

Discuss the role of one's conscience upon the development of a child's personality.

Discuss the effect of relationships within the family on the personality development of the child.

Discuss the factors that may make a child either dependent or aggressive.

Observe behavior patterns of children and identify personality traits. What ones need further development? What moral judgement did you see? Which ones need curbing? What evidences of conflict did you find?

Analyze the effect of working mother on the personality development of the child.

Discuss the responsibility of parents in helping children meet their basic needs of growth and development.

From case studies or stories in magazines, evaluate the effect of the family upon the personality development of the child in the study or story.

Report on case studies of the effect on the social development of children of a more typical family life pattern, broken homes due to separation, divorce, death.

Compare the characteristics of children at the different stages of social development.

OBJECTIVES

VI. Emotional development

Ability to analzye relationship between the psychological and emotional development of children

Ability to analyze behavior involved in a child's expression of emotions

Ability to analyze the effect of parental emotional security upon the emotional development of the child

Ability to evaluate types of parent-child relationships as they contribute to meeting the emotional needs of children

LEVELS OF INSTRUCTION

	1		2		3	4
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4
A. Emotional climate in the home					I	——
B. Expressions of emotions					I	——
C. Need for security					I	——

SUGGESTED LEARNING EXPERIENCES - CHILD DEVELOPMENT

EMOTIONAL DEVELOPMENT

Level 3

Read in texts, pamphlets and magazines on emotional needs of infants and children

View film on children's emotions

List and discuss the characteristics that comprise a healthy emotional environment in a home

List and discuss the emotional needs of infants and young children. Cite factors that might retard normal emotional growth of infants.

Have a report given on the "Importance of the mother-child relationship." Discuss ways in which habits are formed and the responsibilities of individual family members in helping them form these habits.

Observe a young child (whose parents you know) for ways in which he displays his feelings toward his environment and his family.

Discuss: "The baby should be handled only to give him needed care."

Study emotional development of the infant.

Discuss how the young child imitates the emotional expression of his parents and family

Compare the emotional expressions of the infant and adult to the same emotional stimuli: Fear, frustration, happiness, hunger, curiosity, affection, loneliness. Discuss sources of help which may be obtained for special problems.

Plan procedures that will suggest how a parent or parent substitute can help an infant control his emotions. Work in small groups to get a variety of solutions and views.

Use pantomime or role-playing to demonstrate to the class the affective handling of an emotional situation.

Define: "Security" What does it mean to you as a person?

Use circle discussion techniques and answer the question: "Why does the infant need positive constant assurance of security?"

Discuss how adults and others can give security to children

Discuss the factors that cause stress and strain which will ultimately cause behavior problems

List ways in which a family can show affection to small children and discuss why it is important to have love and understanding

Define: Personality, conscience, conscious and unconscious, psychologic environment

Read on the development of personality and the basic needs of a child

Discuss ways in which the understanding of human behavior provides a basis for understanding the personality development of a child.

Write a statement of your position in the argument regarding whether a child should be reared by its own mother and father when the parents are emotionally unsound. Give reasons to support your decision.

HOUSING

OBJECTIVES

Ability to analyze the influence of attitudes, values and personality on an individuals choices related to housing.

Ability to create a home environment which reflects the unique character of the family and which provides for common needs and activities and for individual interests and preferences.

I. Care and maintenance of the home.

II. Needs of the family influencing choice of dwelling.

III. Components of housing.

IV. Psychological influence of space and furnishings.

V. Cultural influences on housing.

OBJECTIVES

I. Care and maintenance of the home

Ability to analyze the homemaking responsibilities of various family members.

Ability to apply room care skills to an actual situation.

LEVELS OF INSTRUCTION

CONTENT OUTLINE	1		2		3	4	
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*INTERIOR DESIGN
Responsibility of family members in care and maintenance of the home, its furnishings and accessories.							
A. Care of our room 1. Daily care a. Hanging up clothes b. Dusting c. Making the bed		I	E				
2. Weekly care a. Changing bedding b. Shaking rugs or vacuuming c. Thorough dusting		I	E				
3. Seasonal care a. Cleaning closet b. Sorting possessions		I	E				

UGGESTIONS FOR LEARNING EXPERIENCES - HOUSING

evel 1

Role playing to demonstrate acceptance and non-acceptance of keeping one's possessions neat and orderly in various situations and how factors such as age, number in family, size of house, mother working, affects responsibilities.

Interpret function of a closet
    Articles that are stored in closets
    Closet accessories
    Functional storage
    Diagram an organized closet arrangement.

Discuss: Well organized drawer space effects time spent in upkeep and care.
    Student demonstration of a dresser drawer arrangement.
    Summarize characteristics of a well-organized drawer and how it effects upkeep, care and time.

List the differences in study habits and what effect these have on a study center.

Discuss what problems the students have in studying at home, such as concentrating during family distractions, lack of space, poor equipment and lighting.

Experiment with different arrangements, making a comparison of contribution to effectiveness of arrangement before and after.

Have students make a sketch of their study area at home as it then appears. Have them make another sketch with suggestions for improvement or find pictures in home decorating magazines to illustrate ideas.

Define in general the variety of cleaning supplies and equipment on the market today.

List personal habits and routines which could be developed so the cleaning tasks will be easier.

Compare methods used in caring for various types of surfaces -- wood, metal, linoleum.

Write a report on cleaning methods used in the home, where difficulties were encountered, and how time could be saved on improved methods.

Class reports on, "How I Clean My Room."

OBJECTIVES

Ability to analyze factors involved in the care of the home.

Ability to utilize available storage areas for maximum convenience.

	LEVELS OF INSTRUCTION						
	1		2		3	4	
CONTENT OUTLINE	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*INTERIOR DESIGN
B. Care of large equipment					I—	E—	—
1. Ranges							
2. Refrigerators							
3. Freezers							
4. Washers and dryers							
C. Care of surfaces					I—	E—	—
1. Linoleum							
2. Tile-ceramic and plastic							
3. Carpet							
4. Wallpaper							
5. Cork							
6. Stone							
7. Glass							
D. Care of storage areas					I—	E—	—
1. Clothing							
2. Food							
3. Tableware							
4. Linens							
5. Cleaning supplies							
6. Hobbies							
7. Tools and equipment							
8. Seasonal materials							

	LEVELS OF INSTRUCTION						
	1		2		3	4	
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*INTERIOR DESIGN
E. Care of furniture					I———	———	———
1. Upholstery							
2. Vinyl							
3. Wood							
4. Plastic							
F. Living areas					I———	———	———
1. Cleaning equipment							
2. Entertainment							
3. Hobbies							
4. Seasonal decorations							

SUGGESTED LEARNING EXPERIENCES - HOUSING

CARE OF THE HOME

Level 3

Review previous learnings on care of home

Study references on the various methods of caring for a home

Define in general the variety of cleaning supplies and equipment on the market today

If possible, set up a visual display of all housekeeping supplies and equipment. View and discuss student demonstration of materials or visit a store that would have displays of same.

Discuss how choice of equipment and furnishings can eliminate or simplify housework

Compare methods used in caring for various types of surfaces. Work in small groups and report findings to class.

List ways of cleaning, protecting and repairing the furnishings of the home that might help to lengthen their time of usefulness

Develop criteria for evaluating a cleaning project

OBJECTIVES

II. Need of the family influencing choice of dwelling

Ability to analyze the relationship between family needs and home selection as they are influenced by family status and sociological changes

LEVELS OF INSTRUCTION

CONTENT OUTLINE	1 HE 1A	1 HE 1B	2 HE 2	2 HE 2X	3 HE 3	4 HE 4	*INTERIOR DESIGN
A. Influence of family cycle 1. Newly married 2. Children 3. Retired					I	E	—
B. Influence of sociological changes 1. Apartment 2. Renting versus owning 3. Family needs and activities					I	E	—

SUGGESTED LEARNING EXPERIENCES - HOUSING

HOME SELECTION

Level 3

Panel discussion of differences and similarities of housing in various regions of the world

Report on one major movement in the history of American housing and identify the geographical influence from which it developed

List ways housing in our region varies from housing in other regions of the United States and analyze the cause and effect

Discussion of local community environmental factors; neighborhoods, economic classes, climate, services available

Resource person to relate information on contemporary city planning

Explain effect of stages of family life cycle on choice of housing

Discuss ways in which housing requirements change

Explain various methods of adjusting housing to suit needs

Select housing examples appropriate for specific stages of one family's life cycle

Classroom discussion of relationship between family attitudes toward cultural background and the inclusion of cultural influences in housing

Define and describe present sociological trends

Buzz groups list differing social expectations of teenagers and adults. Each group role play one example.

Buzz groups to draw conclusions about changes in family living which result from sociological change.

Students work in committees to compile lists of changes in housing which are a result of sociological trends

Classroom discussion of the relationships of value adjustments caused by sociological changes to new ways of meeting family housing needs

Classroom discussion to analyze housing as a factor in social adjustment

Look at different house plans to determine location of private areas found in the home

Have a study tour to two homes - one contemporary and one traditional and note the different choice of possessions

Discuss environmental factors which affect the emotional well being of the family

Discuss difference in values and standards for privacy and cooperative living among people from other cultures.

OBJECTIVES

Ability to evaluate the role of Aesthetic values in a home

LEVELS OF INSTRUCTION

1		2		3	4	
HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*INTERIOR DESIGN
				I	E	—

CONTENT OUTLINE

B. Importance of aesthetic correlation of the home and furnishings.
  1. Art contributions from different cultures
  2. Expression through personal interests
  3. Relationship of design elements to total composition
    a. Art principle
    b. Functionalism

SUGGESTED LEARNING EXPERIENCES - HOUSING

AESTHETIC CORRELATION OF THE HOME AND FURNISHINGS

Level 3

Define elements of design

Show illustrations of various ways line, form and texture may be combined in a room--use opaque projector

Use mounted pictures of room which express formality and dignity, warmth, simplicity, femininity, masculinity; to have students point out details which contribute to this expression

Have a number of articles from which students may choose to make various types of arrangements for table, shelves, mantel to demonstrate their understanding of design elements

Student committees prepare exhibits showing four ways to use the elements of design

OBJECTIVES

III. Components of Housing

Ability to comprehend the influence of architecture, geographic location, space requirements, and building materials upon the appearance and function of the home.

CONTENT OUTLINE	LEVELS OF INSTRUCTION 1		2		3	4	
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*INTERIOR DESIGN
A. Provision for a dwelling unit							
1. Influence of architectural forms.					I	E ——	
2. Influence of location on choice of housing					I	E ——	
3. Interrelationship of rooms to the dwelling unit.					I	E ——	
a. Space requirements related to activities							
b. Study of floor plan							
c. Furniture arrangement							
d. Adequate and functional storage.							
e. Lighting							
f. Utilities							
4. Influence of materials used in housing.					I	E ——	
a. Cost							
b. Construction							
c. Quality of materials							
d. Advanced in technology and change in materials							
5. Influence of the surroundings of a dwelling unit.					I	E ——	

SUGGESTED LEARNING EXPERIENCES - HOUSING

COMPONENTS OF HOUSING

Level 3

Formulate a house plan to meet needs for private and cooperative living for a specific family with described values and standards.

Compare facilities included in apartment rental and house rental.

List the main factors to consider when selecting housing.

Read references on architectural styles.

Study present day styles (ranch, one story, 1½ story, split level, two story, duplex, row houses, cooperative apartment, mobile homes and prefabs) and relate to past architectural influences.

Survey homes in the community which show historic influences in style.

Students identify and analyze why different people might choose a certain style.

Panel discussion on factors involved in determining family location.

Resource person from a utility company give a demonstration on lighting.

Investigate characteristics of types of heating, cooling, plumbing utilities in relation to efficiency of operation.

Students make a study of specific period or culture and give a brief oral report to class.

Consider ways in which our values show through our home life in discussion.

Visit a building center to study costs of various materials.

Students develop a display of various buildings. Summarize study and report findings.

Panel discussion on new trends in building materials. Summarize study and report findings.

Panel discussion on new trends in building materials. View films on building materials and analyze building materials and effect of their use.

OBJECTIVES

IV Psychological influence of space and furnishings.

Ability to comprehend the aesthetic and psychological aspects of home furnishings.

Analyze the relationship of space areas to furniture and activities.

Apply the principles of design and color in decorating a room

To express the personality of an individual through the selection of accessories

CONTENT OUTLINE	LEVELS OF INSTRUCTION 1 HE 1A	1 HE 1B	2 HE 2	2 HE 2X	3 HE 3	4 HE 4	*INTERIOR DESIGN
A. Relationship of aesthetic qualities of the home to the family			I	E———	———	———	———
Principles of design as applied to room furnishings			I	E———	———	———	———
1. Space relationships applied to furniture arrangement 2. Color schemes 3. Furniture balance 4. Use of texture and design 5. Furniture styles							
B. Psychological effect of home furnishings			I	E———	———	———	———
Self expression in room furnishing							
1. Selection of wall accessories and decorative objects 2. Personal values and attitudes expressed through furnishings 3. Renovation of present furnishings							

	LEVELS OF INSTRUCTION						
	1		2		3	4	
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	*INTERIOR DESIGN
C. Influence of social factors and physical arrangements on the well being of an individual 1. Space and equipment related to activities in a room 2. Social well being of an individual is related to the arrangement of activity areas 3. Room arrangement influences a harmonious relationship between family members			I	E	—	—	—

UGGESTED LEARNING EXPERIENCES - HOUSING

NFLUENCE OF SOCIAL FACTORS AND PHYSICAL ARRANGEMENTS

evel 2

Using furniture cutouts have class members arrange a room which expresses the elements of design

Discuss forming color harmonies

Discuss colors for walls, ceilings, floors and woodwork. How may structurally unattractive woodwork be camouflaged? What effect does figured wallpaper create?

Make a bulletin board mounting colored pictures of bedrooms. Label each according to color harmony, room exposure and use.

Select colors to create various moods: Active outdoor girl
Feminine girl
Different exposure rooms
Use of room

Give possible suggestions for making each room more pleasing by applying the components of art

Each student formulate a plan for a room including wall, floor and/or other treatment

Designate colors and materials used for walls, floors ceiling, furniture fabrics, window treatment and miscellany in the plan

Using floor plan of a room with walls extended (perhaps one worked out in previous study) color chips and fabric swatches for each furnishings and background. Show balance through selection and arrangement of color values and intensities.

Teacher show pictures of rooms suited for different personality types. Identify attitudes and values of people who choose to live in the rooms

Students decide their own personality type and list personal values and attitudes which they might express. Select pictures to show this expression. Show possible changes to make it more personal

Analyze a room as to the part the various furnishings play. Discuss furniture arrangement in relation to size, shape and type of room. Make a floor plan.

IV. Psychological influence of space and furnishings (continued)

Analyze the factors involved in the selection, arrangement and use of all equipment in the home

LEVELS OF INSTRUCTION

CONTENT OUTLINE	1 HE 1A	1 HE 1B	2 HE 2	2 HE 2X	3 HE 3	4 HE 4	*INTERIOR DESIGN
D. Selection and arrangement of furnishings in the home 1. Furniture styling 2. Construction 3. Function						I	——
E. Influence of accessories 1. Functional 2. Decorative						I	——
F. Selection of textiles for the home 1. Bedding 2. Household linens 3. Table linens 4. Drapery 5. Upholstery						I	——
G. Factors in selection of tableware 1. Glassware 2. Flatware 3. Dinnerware						I	——

GGESTED LEARNING ACTVITIES - HOUSING

vel 4

Interview family to obtain the following information:
- Needs and interests
- Age
- Activities
- Personal preferences
- Geographic location
- Economic resources

Discuss architect designed homes versus development homes. Discuss apartment, mobile homes, cabins, prefabs, townhouses.

Field trip to architecturally designed home and development home, apartment or townhouse.

Suggest ways in which one could change floor plans to provide privacy for all members.

Study the following items:
- Floor plan
- Open plan
- Closed plan
- Expandable plan
- Blue print symbols

Resource person to discuss problems involved in building.

Discuss blueprints and use of various rooms within the home.

Develop a floor plan suitable to the above, using floor plans from builders magazines, architects designs and contractors.

Study trip to a department or funiture store where sample rooms are displayed. Analyze the arrangements in the rooms. Consider use, size and traffic patterns.

Using furniture models arrange for sleeping area, service area, and living area in a total composite plan.

Develop color scheme for rooms in home by different methods such as starting with picture or drapery fabric.

Buzz groups on what a background should do for a room.

Display of floor and wall coverings. Compare characteristics and costs.

Study trip to a local store to see what is available in floor coverings.

Discuss types of floor coverings available. Show samples.

Examine wallpaper books, selecting paper for rooms of various sizes, uses and exposures.

Discuss color cards of paints and wall finishings.

Discuss types of curtains, shades, and draperies used for window treatment and materials used.

Discuss fiber construction of various window and floor coverings, durability, versatility, cost, and maintenance. Discuss information found in labels, catalogs and advertisements.

Select various types of floor coverings to use with wall finishes that have been illustrated.

Discuss what to look for in the selection of quality furniture.

Discuss useability of furniture.

Discuss types of wood used in furniture.

Develop principles to use in arranging furniture.

Experiment with arrangement of furniture.

Analyze arrangement of furniture groupings in relation to space available.

Using criteria developed, evaluate selection of furniture or furnishings for a room.

Analyze cupboard space or plans (various sized kitchens, efficiency appartment, mobile home) and discuss storage space available for equipment.

Study functional and decorative accessories.

Discuss grouping and placement of accessories in keeping with art principles.

Coordinate a group of accessories suitable for home and its furnishings.

Discuss functions and family needs and values for table coverings and other household textiles and the care they require.

Give examples of ways individuality and variety are expressed in table coverings.

Develop a set of criteria for evaluating selection, use, and care of household textiles.

Define terms related to tableware.

Have a display of actual prices or illustrations of various sizes and shapes of tableware.

Study trips to glassware, silverware and china departments, museum, or antique shop.

Compare costs, care and availability of various types of tableware.

OBJECTIVES

V. Cultural influence on housing

Ability to analyze the influence of historical, geographical, sociological and environmental aspects on a home and its furnishings and accessories.

Ability to recognize the factors of financing and appraising housing

CONTENT OUTLINE	LEVELS OF INSTRUCTION 1		2		3	4	*INTERIOR DESIGN
	HE 1A	HE 1B	HE 2	HE 2X	HE 3	HE 4	
Relationship of history and environment in the selection of a dwelling unit.					I	E	
A. Influence of geographical location on selection of a dwelling unit					I	E	
1. Urban 2. Suburban 3. Rural							
B. Effect of governmental policies on housing					I	E	
1. Aids to housing					I	E	
a. Home Owners Loan Corp. b. Federal Housing Admin. c. Veteran's Administration d. Federal National Mortgage Association							
2. Public housing					I	E	
a. Public Works b. Public Housing c. Slum Clearance and Urban Renewal							

UGGESTED LEARNING ACTIVITIES - HOUSING

evel 3

Interview sampling of people in area to obtain reasons for choosing a particular location.

Read references on selecting location for housing.

List sources which may be of help in obtaining a homesite in a new location.

List and discuss factors which affect the choice of a neighborhood when selecting a home, such as:
- availability of schools and churches
- shopping facilities
- recreational facilities
- character of neighboring developments
- nuisances

Give reasons for avoiding the above.

Identify locational requirements and analyze which housing would provide best living conditions at a cost suited to a family's income.

Discussion or a resource person to acquaint students with governmental policies that pertain to housing; FHA, VA, FNMA, Public Housing, Local community zoning ordinances.

SEMESTER COURSES

Learning Experiences* See General Courses
also State Curriculum Guides

INTRODUCTION TO FOODS FOR BOYS - GRADE 9 (One Semester)

OBJECTIVES

To develop an understanding of laboratory techniques which result in effective management of resources.

To use equipment and appliances correctly in food preparation.

To understand the effect of table manners upon meal enjoyment.

To apply various methods of table service to actual situations.

To apply the basic principles of food preparation involved in; quick breads and variations, yeast breads, foreign foods, cakes, pastry and meats.

To become aware of career opportunities in the food service area.

CONTENT

I. Factors influencing food preparations
    A. Terms and measurements used

    B. Understanding recipes

    C. Development of time schedules

    D. Division of responsibility

II. How to use equipment and appliances
    A. Small kitchen equipment
        1. Care and use of equipment
        2. Safety factors in using equipment

    B. Large appliances
        1. Care and use of gas ranges
        2. Care and use of electric ranges
        3. Care and use of electric blender
        4. Care and use of electric mixer

III. Practice good table manners and be able to set a table correctly
    A. Demonstrate proper placement of china, silverware, glassware, and linen for simple meals.
        1. Luncheon or supper meals
        2. Outdoor meals
        3. Breakfasts

    B. Develop an understanding of the importance of good table manners
        1. Eating foods correctly
        2. When to use a fork, a spoon or fingers
        3. Passing food
        4. Serving food

IV. Understand the types of table service appropriate for specific meals.
    A. Family style

    B. English

    C. Russian style

    D. Buffet

    E. Compromise

    F. Serving as in a restaurant

V. Learn and practice the basic principles involved in food preparation.
    A. Quick breads
        1. Batters and doughs
            a. Functions of ingredients
            b. Leavening action during baking
            c. Suitable baking pans and how the pan material affects the product.
        2. Common causes of failure
            a. Inaccurate measuring
            b. Improper mixing procedure

    B. Yeast breads
        1. Basic doughs and variations
            a. Functions of ingredients
            b. Leavening action of yeast
        2. Effects of improper treatment of dough
            a. Temperature
            b. Kneading
            c. Rising

    C. Foreign foods

        1. Food customs of other lands

2. Typical meal patterns from other countries
3. Americanization of nationality dishes
4. Methods of preparation used for foreign foods

D. Cakes and frosting
  1. Butter cakes
    a. Function of ingredients
    b. Effects of incorrect measuring
    c. Effects of improper mixing

  2. Sponge type cakes
    a. Function of ingredients
    b. Effects of improper mixing

  3. Frostings
    a. Cooked
    b. Uncooked

E. Pastry

  1. Basic pastry crust
    a. Function of ingredients
    b. Effects of mishandling of dough
  2. Fruit pie filling
  3. Cream pie filling
    a. Cornstarch thickening and its effects
    b. Adding eggs to a hot filling
  4. Meringues

F. Meats, fish and poultry
  1. Beef
    a. USDA grading and inspection
    b. Cuts of beef
    c. Cooking by dry heat
    d. Cooking by moist heat
    e. Outdoor cooking

2. Poultry
   - a. Buying poultry
   - b. Cutting poultry for cooking or serving
   - c. Preparation of chicken
3. Fish and seafood
   - a. Types of fish
   - b. Buying of fish
   - c. Care of fresh fish
   - d. Cooking using low heat, short time principle

VI. Careers related to the foods industry

A. Food service
1. Cook
2. Waiter
3. Bus boy
4. Baker
5. Meat cutter

B. Foods in business
1. Food managers
2. Research

CLOTHING FOR GIRLS - GRADE 9 (One Semester)

OBJECTIVES

Ability to select a wardrobe appropriate for one's personal needs, values and situation.

Ability to comprehend the relationship between figure types and clothing selection.

The ability to manage time and money in clothing buymanship.

The ability to develop a plan for coordinating a basic wardrobe.

The ability to care for and maintain a wardrobe.

The ability to utilize suitable principles and techniques in the construction of advanced clothing projects.

The ability to use and care for sewing equipment.

The ability to employ principles relating to the use of commercial patterns.

The ability to select suitable fabric for construction of garments.

The ability to use suitable techiniques in constructing ~~a~~ garment.

The ability to establish good management habits.

CONTENT

I. Selection

  A. Clothing to meet one's needs

    1. Influence of personal values
    2. Influence of one's living situation
    3. Influence of activities

  B. Art principles as applied to clothing selection

    1. Components of design
    2. Influence of figure types

  C. Buymanship

    1. Social factors influencing wardrobe needs
    2. Sharing in the family budget

  D. Coordinating a wardrobe

    1. Expressing individual personality traits
    2. Current trends in fashion, style and fads

II. General care and maintenance

  A. Grooming for clothes

    1. Daily
    2. Weekly
    3. Seasonal care

The ability to recognize quality in garment construction.

III. Construction techniques

- A. Sewing equipment
  - 1. Sewing machine
  - 2. Pressing equipment
  - 3. Small hand tools
- B. Commercial patterns
  - 1. Sizing
  - 2. Alterations
  - 3. Design effect on fabric selections.
- C. Fabric study
  - 1. Comparison of fiber characteristics to fabric performance
  - 2. Finishes - their effect on cost, wearibility and serviceability
  - 3. Fabric appropriateness to construction project
- D. Construction of garments (The types of garments constructed will be dependent upon student's range of abilities.)
  - 1. Techniques
    - a. Staystitching
    - b. Darts
      - 1) Straight
      - 2) Double pointed
    - c. Seams and appropriate finishes
    - d. Zippers
      - 1) Lapped
      - 2) Centered
      - 3) Hidden
    - e. Waistline application
      - 1) Facings
      - 2) Waistband

    f. Facings
    g. Collars
    h. Set-in sleeves
    i. Hemmings
    j. Buttonholes and buttons
    k. Pressing

E. Evaluation of a garment

1. Construction techniques
2. Suitability to the individual
3. Over-all appearance

CREATIVE FOODS - GRADE 9 (One Semester)

OBJECTIVES

To apply the basic principles of food preparation to the following: breads, foreign foods, meats and desserts.

To develop an understanding of the factors affecting the planning of family meals.

The develop an appreciation of the creativity of food preparation.

To apply the principles of good design to table settings for family meals and for entertaining.

To become aware of careers related to food preparation.

CONTENT

I. Relationship of nutrients to personal and family needs.

  A. Effect of the basic 4 food groups

  B. Economic factors influencing nutrition.

  C. Food purchasing plans.

II. Menu Planning

  A. Meal patterns

  B. Variety in meal planning

  C. Development of menus for one day.

III. Scientific principles in preparation of food.

  A. Principles of batters and doughs.

    1. Quick breads
      a. Muffin variations
      b. Biscuit variations
      c. Coffee cakes
      d. Doughnuts
    2. Yeast breads
      a. Basic doughs
      b. Sweet doughs
      c. Danish pastry

  B. Foreign foods

    1. Food customs of other lands

2. Typical meal patterns from other countries
3. Americanization of nationality dishes
4. Methods of preparation used for foreign foods.

C. Cakes and frostings

1. Butter cakes for special occasions
2. Sponge type cakes
3. Cake desserts

D. Pastries

1. Standard pastries
2. Pull pastries

E. Meats, fish and poultry

1. Beef
    a. USDA grading and inspection
    b. Cuts of beef
    c. Cooking by dry heat
    d. Cooking by moist heat
    e. Outdoor cooking
2. Poultry
    a. Buying poultry
    b. Cutting poultry for cooking or serving
    c. Preparation of chicken
3. Fish and seafood
    a. Types of fish
    b. Buying of fish
    c. Care of fresh fish
    d. Cooking using low heat, short time principle

IV. Factors involved in entertaining and serving

  A. Etiquette techniques

    1. Table setting
    2. Manners
    3. Duties of hostess and guests
    4. Table decorations

  B. Table service

    1. Family meals
    2. Guest meals
    3. Special occasions

V. Careers related to food preparations

  A. Food service industry

    1. Waitress
    2. Food preparation
    3. Catering

  B. Foods in business

    1. Food testing
    2. Research
    3. Dietetics

INTERIOR DESIGN (One Semester)

This course is a study of the factors which influence our choice of housing, and understanding and applying the basic rules for using color, design, selection and arrangement of the furnishings in the home.

OBJECTIVES

Appraisal of factors influencing housing.

Appraisal of the relationship of the physical structure of the dwelling to the family needs.

Understanding the basic rules for using color and applying design principles.

Ability to understand the factors involved in planning background for the home.

The ability to select and arrange the furnishings for the home and appraise their relationships.

CONTENT

I. Factors influencing housing

   A. Various family needs
      1. Size of family
      2. Activities
      3. Occupation
      4. Income
      5. Ages of family members
      6. Standards of living

   B. Location
      1. Climate
      2. Near public facilities
      3. Rural, urban, suburban

II. Physical structure of dwelling to family needs - innerelationship of rooms
   A. Space requirements as related to dwelling and the family needs and activities.
   B. Safety factors
   C. Traffic patterns
   D. Relationship of storage needs to family.

III. Basic rules for using color and applying design principles.
   A. Important facts about color
      1. Dimensions of color (hue, value)
      2. Classification of color
      3. Associations that colors have
      4. Color harmonies

C. Principles of design
   1. Proportion
   2. Balance
   3. Rhythm
   4. Emphasis
   5. Harmony

IV. Factors involved in planning background of a room.
   A. General
      1. Present furnishings
      2. The decor used
      3. Activities for which the room is to be used
      4. Adjacent rooms
      5. Size and shape of room
      6. Personalities of family members
      7. Exposure of the room

   B. Walls
      1. Structural finish
         a) Glass
         b) Plastic
         c) Brick
         d) Tile
         e) Wood
      2. Wall coverings
         a) Wallpaper
         b) Paint
         c) Textiles
         d) Wood paneling
         e) Tile

   C. Floors--
      Coverings
      1. Cost of materials
      2. Location influences materials chosen
      3. Like and dislikes of family members
      4. Decor used

    5. Materials available
    6. Properties of materials used
    7. Cost

  D. Windows and their effects on the room
    1. Types of windows
    2. Types of windows coverings
    3. Factors influencing window coverings
      a) Location and size of windows
      b) Cost of coverings
      c) Decor being used
      d) Activities
      e) Purpose of the covering

V. The relationship of selection and arrangement of furnishings in the home.
  A. Furniture selection
    1. Familiar with the different furniture styles
    2. Construction
    3. Materials used in furniture
    4. Factors which influence choice of furniture

  B. Furniture arrangements
    1. Rules applying to furniture arrangements
      a) Design
      b) Function
    2. Traffic patterns

  C. Accessories for a room
    1. Types
      a) Pictures or wall decoration
      b) Lamps
      c) Flowers and plants
      d) Pillows
      e) Figurines
    2. Suitability
    3. Applying art principles when choosing and arranging accessories.

D. Lighting - Selection of proper lighting
  1. Functional and decorative
  2. Physical properties of lighting
  3. Good design

FASHIONS AND FABRICS (One Semester)

OBJECTIVES

Ability to analyze the historical and cultural influences on clothing.

Ability to comprehend the influence of fashion on the garment industry.

Ability to analyze the social and psychological aspects of clothing which influences one's choice.

Ability to comprehend the relationship between art principles and clothing design.

Ability to recognize influencing characteristics of the natural, synthetic fibers and their blends.

Ability to create a design for a clothing item utilizing principles of art and fashion design.

To develop an awareness of careers in clothing and fashion.

CONTENT

I. History of clothing

  A. Origin

  B. Cultural influences

II. Fashion and garment industry

  A. Language of fashion

    1. Terms
    2. Theories
    3. Cycles
    4. Consumer acceptance of fashion

  B. History and development of the garment industry

    1. Industrial revolution
    2. Development of pattern industry

III. Aspects of clothing

  A. Social and psychological influences of clothing

    1. Periods of fashion
    2. The study of economic influences on fashion

  B. Values and attitudes towards clothing

    1. Influences of society
    2. Social conditions
    3. Influence of age

C. Appearance, personality and physical well-being

   1. Factors influencing personality
   2. Types of personality
   3. Emotional influences
   4. Importance of physical well-being

IV. Art principles

   A. Color

   B. Principles of design

   C. Elements of design

V. Fibers, fabrics and their blends

   A. Classification of fibers

   B. Yarn construction

   C. Fabric construction

   D. Finishes

   E. Application of color and design to fabrics

VI. Fashion design

   A. Influence of fabric on appearance of design

   B. Suitability of design to function

   C. Creation of an original design

VII. Careers in clothing and fashion

A. Teaching

B. Business

C. Extension

D. Fashion design

E. Journalism

F. Research

INTERMEDIATE CLOTHING AND WARDROBE PLANNING (One Semester)

OBJECTIVES

Ability to determine one's wardrobe on the basis of psychological, social and economic conditions.

The ability to apply criteria for wardrobe planning considering appearance and suitability.

Ability to select a pattern and fabric suitable to individual and project.

The ability to apply the construction techniques involved in project.

CONTENT

I. Influence of psychological and social aspects of clothing on wardrobe planning.

   A. Influence of personal values

   B. Influence of peer group

   C. Review of concepts related to psychological and social aspects and their relation to wardrobe planning. (See general units)

II. Use of buying guides

   A. Understanding labels

   B. Garment workmanship

   C. Shopping practices

   D. Decision making

III. Wardrobe planning criteris

   A. Suitability to one's personal needs and goals

   B. Principles and elements of design

   C. Influence of fashion, styles and fads

   D. Coordination of present clothing with future purchases

IV. Pattern selection

  A. Figure types

  B. Pattern size

  C. Selection of suitable fabric for pattern and individual

  D. Pattern selection involving construction techniques suitable to the individual's ability.

V. Construction techniques

  A. Review of basic sewing techniques

  B. Interfacings, underlinings, linings

  C. Bound buttonholes suitable to the fabric

  D. New pressing techniques

TAILORING (One Semester)

OBJECTIVES

The ability to evaluate ready-made garments in terms of quality of construction.

The ability to handle various tailoring techniques in a variety of fabrics.

CONTENT

I. Observation of quality of a garment
  A. Fabric
  B. Quality control
  C. Finishes

II. Choosing a pattern

III. Choosing a fabric

IV. Proper handling of fabric
  A. Straightening
  B. Shrinking
  C. Marking

V. Tailoring techniques
  A. Underlinings
  B. Tailor's basting
  C. Tailored buttonholes
  D. Fitting
  E. Handling of interfacings
  F. Shaping procedures
    1. Breakline

   2. Stand
   3. Fall

G. Taping of interfacing

H. Grading of seams

I. Handling of buttonholes and interfacing

J. Welt pockets

K. Setting in sleeves

L. Bias hem

M. Lining

N. Finishing back of buttonholes

O. Shank buttons

P. Pressing techniques

AMILY CLOTHING (One Semester)

BJECTIVES

he ability to recognize the various
orces influencing clothing behavior.

he ability to weigh values in making
ecisions relative to clothing.

he ability to apply criteria for buying
eady made garments considering workman-
hip, appearance and suitability.

he ability to apply clothing construc-
ion techniques related to children's
lothing, lingerie and remodeling.

CONTENT

I. Factors influencing clothing behavior

   A. Age

   B. Economy

   C. Social

   D. Psychological

   E. Advertising

   F. Religion

II. Study of the family clothing budget

III. Principles of buying

   A. Effects of impulsive buying

   B. Examination of fabric and construction of garment

   C. Importance of checking fit of garment

   D. Importance of labels to aid the consumer.

   E. Factors to consider in choosing a place to shop.

   F. Characteristics of various types of sales.

   G. Effect of seasonal factors on the clothing market.

IV. Construction techniques

A. Children's clothing

1. Pattern study
2. Fit of pattern
3. Choosing correct fabric
4. Seam finishes
5. Application of collars
6. Setting in sleeves
7. Proper fastenings
8. Hem suitable to fabric and intended use of the garment.

B. Lingerie construction techniques

1. Grain line
2. Machine adjustments for fabric
3. Pattern lay-out
4. Seam finishes
5. Lace application
6. Elastic application
7. Hemming

C. Remodeling construction techniques

1. Evaluation of alteration and construction possibilities of garment
2. Study pattern which can be used
3. Application of construction techniques to an alteration project.

ADVANCED CREATIVE FOODS (One Semester)

OBJECTIVES

Ability to apply principles of meal planning, preparation and service to foreign and gourmet cookery.

Ability to identify significance of food and nutrition problems in the world.

Ability to plan and prepare unusual and/or foreign menus.

Ability to analyze foreign menus in terms of nutrition or adequacy, supplies and equipment needed, and principles of cookery utilized.

Ability to select table service appropriate to menus prepared.

CONTENT

I. The significance of food

   A. Food for survival

      1. Hunting food
      2. Agricultural revolution
      3. Industrial revolution

   B. Influences on food in the United States

      Ways of cooking, recipes and food customs of many people with different cultural backgrounds have created American cookery.

   C. Nutrition problems around the world

      1. Food preference
      2. Food habits
      3. Causes of malnutrition
      4. Combating malnutrition

   D. Basic nutrients, their requirements, sources, and functions

      1. Proteins
      2. Fats
      3. Carbohydrates
      4. Minerals
      5. Vitamins
      6. Water and fiber

II. Management of resources

A. Meal planning - planning nutritious meals, interesting and unusual food patterns

1. Brunches
2. Buffets
3. Smorgasbord

B. Making decisions in the market

1. How much to spend
2. Where to shop
3. What to buy
4. Consumer information and protection

C. Food selection and storage

1. Fruits and vegetables
2. Eggs and dairy products
3. Meats and poultry and fish
4. Cereals and cereal products
5. Canned foods

D. Saving time, steps, and motions - development of kitchen efficiency

E. Table service

III. Creative and foreign cooking - definition of gourmet

A. English

1. Sample menu:
   New England boiled dinner
   Crisp coleslaw
   Old fashioned Indian pudding
2. Review of English cookery principles

3. Table setting
4. Suggested food and additional recipes:
   a. Boston brown bread
   b. Yorkshire pudding

B. Irish

1. Sample menu:
   Irish stew
   Green salad
   Irish soda bread
2. Review of Creole cookery principles
3. Table settings
4. Additional suggested food and recipes:
   a. Shrimp jamalaya a la Louisiana
   b. Baked onion au gratin
   c. Southern ambrosia
   d. Chicken jumbo
   e. Eggs benedict
   f. Shrimp Newberg
   g. Green beans a la Creole

C. German cookery

1. Suggested menu:
   Boiled potato
   Spareribs and sauerkraut
   Green salad
   Pumpernickel bread
   Apple strudel
2. Review of cooking principles
3. Additional suggested foods and recipes:
   a. Veal cutlet garni
   b. Dutch beans
   c. Shoo-fly pie

        d. Potato pancakes
        e. Squerbraten
        f. Sweet and sour cabbage

D. Spanish and Mexican cookery

1. Suggested menu:
   Enchilada
   Ham
   Frescas azucardes
2. Review of cookery principles
3. Table settings
4. Additional suggested foods and recipes:
   a. Tortillas
   b. Tamales
   c. Frijoles
   d. Colache

E. Japanese cookery

1. Suggested menu:
   Sukiyaki and rice
   Tempura vegetable
   Cucumber and lettice
   Mandarin oranges
   Fortune cookies
   Tea
2. Review of Japanese cookery principles
3. Table settings
4. Additional suggested food and recipes:
   Teriyaki

F. Chinese cookery

1. Suggested menu:
   Wonton soup

Sweet and sour cubes
Steamed sponge cake

2. Review of Chinese cookery principles
3. Table settings
4. Additional suggested foods and recipes:
   - a. Chinese cabbage soup
   - b. Chicken breasts with peanuts
   - c. Chinese vegetables

G. Hawaiian cookery

1. Suggested menu:
   Ginger chicken
   Fresh pineapple
   Oriental peas
   Waikiki coconut cream pie
   Hawaiian punch
2. Review of Hawaiian cooking principles
3. Table settings
4. Additional suggested foods and recipes:
   - a. Polynesian chicken and peaches
   - b. Baked bananas in orange and lemon juice

H. Scandanavian cookery

1. Suggested menu:
   Smørrebrød
   Pickled herring, Danish cheese
   Norwegian spinach soup
   Scandanavian boiled cod
   Danish meat balls
2. Review of cookery principles
3. Table setting
4. Additional suggested foods and recipes:
   - a. Lefse
   - b. Krum kake

c. Rosettes
d. Fruit-soup
e. Butter cookies
f. Danish pastries
g. Eppleskivers

I. French cookery

1. Suggested menu:
   Hors d'oeuvres
   Onion soup with roquefort cheese
   Asparagus with hollandaise sauce
   Green salad
   French salad
   Cherries jubilee
2. Review of French cookery principles
3. Table settings
4. Additional suggested foods and recipes:
   a. Vichyssoise
   b. Boeuf a la mode
   c. Crepe suzette

J. Italian cookery

1. Suggested menu:
   Antipasto
   Lasagna casserole
   Green salad with anchovies
   Italian garlic bread
   Spummoni
   Grape Juice
2. Review of Italian cookery principles
3. Table settings
4. Additional suggested foods
   a. Chicken cacciatori
   b. Spaghetti and meatballs
   c. Pizza
   d. Tutti-frutti tortoni

CREATIVE FOODS FOR BOYS (One Semester)

OBJECTIVES

Ability to evaluate meals and menus of nutritional contribution, management of resources, and preparation techniques utilized.

Ability to use and care for equipment and appliance properly.

Ability to utilize effective management procedures in the laboratory.

Ability to identify relationship between food production and distribution practice and their effects upon the consumer.

Ability to apply principles of basic food preparation to creative foods.

Ability to evaluate preparation and service of foods for special occasions.

To develop a maturity of attitude toward new and/or unusual foods and methods of preparation.

To develop an awareness of employment opportunities in the food service field.

CONTENT

I. Meal management - laboratory techniques

   A. Use and care of small equipment

      1. Mixers
      2. Blenders
      3. Toasters
      4. Knife sharpeners
      5. Can openers
      6. Cooking utensils

   B. Use and care of large equipment

      1. Electric ranges
      2. Gas ranges
      3. Refrigerators
      4. Freezers
      5. Automatic washers
      6. Automatic dryers

   C. Safety factors

      1. Use of knives
      2. Removing pans from ovens
      3. Removing covers from hot pans
      4. Operating ranges
      5. Safe clothing

   D. Division of responsibility

      1. Duties of host
      2. Duties of waiter
      3. Duties of dishwasher and wiper
      4. Planning of time schedule

E. Cleanliness

1. Personal cleanliness in the kitchen
2. Care in handling food
3. Care in storage of food

II. Use of resources

A. Influence of buying guides
B. Influence of advertising
C. New developments in food preparing
D. Effect of the cost of foods available on the market

III. Food preparation

A. Factors involved in the use of recipes

1. Food terminology
2. Basic techniques of measuring
3. Effective use of equipment
4. Adjusting recipes to number of servings desired.

B. Scientific principles in preparation of food

1. Variables affecting food products
a. Temperature
b. Physical manipulation
c. Chemical mixtures
d. Kind of equipment used in preparation
e. Altitude

2. Principles of batters and doughs
a. Pour batters
1) popovers
2) waffles

      - 3) butter cakes
      - 4) sponge cakes
      - 5) chiffon cakes
      - 6) variations of pour batter
   - b. Drop batters
      - 1) cream puffs
   - c. Soft doughs
      - 1) doughnuts
   - d. Stiff doughs
      - 1) yeast breads-Danish pastry
      - 2) pastries-Puff pastry

3. Principles of carbohydrate cookery
   - a. Sugars
      - 1) frostings
         - a) uncooked
         - b) cooked
      - 2) candies
      - 3) frozen desserts
   - b. Starches
      - 1) sauces
      - 2) puddings
      - 3) pie fillings
      - 4) gravies

4. Principles of protein cookery
   - a. Eggs
      - 1) for table use
      - 2) as a thickener
      - 3) as a binder
      - 4) as an emulsifier
      - 5) used to produce foams
   - b. Cheese
      - 1) natural cheeses
      - 2) process cheese
      - 3) cooking with cheese
   - c. Meat, poultry and fish
      - 1) selection and buying
      - 2) meat cutting

        3) grading and inspection
        4) cooking methods
            a) moist heat
            b) dry heat

C. Influences on Food in the United States

1. Development of food habits
2. Family preferences
3. Maturity levels of family members
4. Cultural influences

MAN'S WORLD (One Semester)

BJECTIVES

bility to evaluate housing arrangements for heir potential contribution to development f individual and family members.

bility to analyze the relationship of the eeds of the family or individual.

bility to apply principles of function and esthetics to selecting and furnishing a welling unit.

bility to solve family economic problems o maximize personal and family satisfaction.

bility to comprehend the influence of family alues and goals upon spending.

bility to analyze the effects of consumer ractice on the well being of the family.

bility to identify consumer responsibilities.

bility to select and care for clothing which est meets one's needs and contributes to one's eeling of well-being.

bility to identify social, psychological and conomic factors affecting one's clothing hoices.

bility to apply aesthetic principles to the election of clothing.

CONTENT

I. Housing and Contemporary Living

  A. Relationship of the needs of the family or individual to the selection of the dwelling unit.

    1. Influence of the family life cycle on choice of housing.
    2. Influence of sociological changes
    3. Provision for psychological needs
    4. Provision for special health needs
    5. Effect of economic factors on housing
    6. Legal aspects of housing.

  B. Nature of the components of housing.

    1. Provision for a dwelling unit
      a. Influence of architectural forms
      b. Influence of location on the choice of housing
      c. Interrelationship of space availability and arrangement
      d. Relationship of storage facilities to personal and family needs
      e. Influence of materials used in housing
      f. Relationship of utilities to housing environment
        1) Factors influencing lighting needs
        2) Factors influencing planning for plumbing and heating needs
      g. Influence of the surroundings of a dwelling unit.

Ability to utilize knowledge of quality in construction to selection of clothing.

Ability to utilize suitable practices and techniques in caring for clothing.

Ability to evaluate specially prepared meals in relation to mutritional contribution, aesthetic aspects, and management of resources.

Ability to use and care for equipment and appliances correctly

Ability to identify the role of nutrition in menu planning.

Ability to apply management techniques to work in the foods laboratory.

Ability to select food appropriate to its intended use.

Ability to apply effective laboratory techniques to the preparation of foods.

Ability to identify the relationship between good table manners and meal enjoyment.

Ability to utilize basic techniques of meal service to prepared meals.

B. Importance of aesthetic correlation of the home and furnishings.

   1. Art contributions from different cultures
   2. Expression through personal interests
   3. Relationship of design elements to total composition.

C. Relationship of the dwelling unit to furnishings for the home.

   1. Relationship of background areas
   2. Relationship of the selection and arrangement of furnishings in the dwelling unit.
      a. Furniture in the home
      b. Factors to consider in the selection and arrangement of equipment.

D. Career opportunities in housing.

II. Management of the family income

A. Influence of family values and goals upon spending.

B. Effects of consumer practices

   1. Sources of information
   2. Influence of buying ability
      a. Distribution of income for food
         1) Food buying patterns of families
         2) Food budgeting
      b. Distribution of income for clothing
         1) Needs of individual family members
         2) Influence of garment characteristics on selection.
         3) Resources for family clothing

        c. Influence of the housing dollar
        d. Importance of use of income for security
        e. Influence of car expenses
        f. Use of income for recreation and education
    3. Importance of consumer responsibilities

C. Influence of a plan for spending family resources upon personal and family satisfaction.

III. Clothing selection and care

A. Factors influencing wardrobe planning and clothing selection

1. Influence of social factors
2. Influence of economic conditions
    a. Share in family clothing budget
    b. Factors in deciding type of clothing
3. Influence of aesthetic characteristics
    a. Relationship of the components of design
    b. Effect of fashion type
    c. Desire to express self
4. Identification of quality in clothing
    a. Fabric and fabric finishes
    b. Stitching and seam finishes
    c. Linings
    d. Pockets, buttons, buttonholes, etc.
    e. Over-all appearance

B. Care of clothing

1. Cleaning
2. Storage
3. Repairing

IV. Food Preparations

- A. Use and care of the laboratory
  - 1. Small equipment
    - a. Utensils and knives
    - b. Electrical equipment
  - 2. Large equipment

- B. Providing an adequate diet
  - 1. Basic 4
  - 2. Needs of family members

- C. Management of resources
  - 1. Time
  - 2. Space
  - 3. Money
    - a. Food buying guides
    - b. Quality in food
    - c. Food appropriate to its intended use.

- D. Food Preparations
  - 1. Outdoor meals
  - 2. Game, fish, poultry, meat
  - 3. Salads
  - 4. Desserts

- E. Providing a pleasant atmosphere
  - 1. Table etiquette
  - 2. Table service
  - 3. Serving the meal

SUGGESTED FIELD TRIPS

	Place or Location	Purpose of Trip
LEVEL 1	Field trips are not recommended at this level because of the large number of students. It is more desirable to bring resource people into the classroom.	
LEVEL 2	Byerly's	New merchandizing methods
	Fanny Farmer - Minneapolis	Candy manufacturing
	General Mills - Golden Valley	Food testing of recipes and mixes
	Lunds - 62nd and Penn	Meat cutting
	Lunds Bakery - Excelsior Blvd.	Baked Products
	Savarin Flight Kitchen - Airport	Facilities preparing food for service on airplanes
	Sharpees Manufacturing	Sportswear manufacture
LEVEL 3	American Swedish Institute	Influence of cultures on furnishings
	An antique shop	Same as above
	A Nursery School	Child development
	Canteen - 66th and Penn	Automatic food processing
	Creative Furniture parts - Minneapolis	Unfinished furniture and manufacturing

	Place or Location	Purpose of Trip
	Delmonicos Italian Foods - North Minneapolis	Grocery - Italian specialities
	Frontier Furniture - Chanhassen	Interior Designs
	Howard Wong's Restaurant - Bloomington	Restaurant kitchen - Foreign food
	Sibley House	Influence of cultures on furnishings
LEVEL 4	Anderson's - 912 Nicollet Boutells Daytons - 700 Nicollet Gabberts - Southdale	Model rooms - Interior design - also selection of textiles, table settings
	A.B.C. Cabinets - Golden Valley	Kitchen cabinets & models
	Infant Clothing Department Penny's or Sears	Children's clothing
	Jean Lang Dress Mfg. - Minneapolis	Mass production of women's dresses
	Model Homes - Homes Town Houses Apartments Mobile homes	Choice of decorating of dwelling unit
	Munsingwear - Minneapolis	Lingerie and sleepwear
	Thomas Design	Interior Design
	University of Minnesota Hospital	Diet kitchen

RESOURCE PEOPLE

LEVEL 1

McCalls Pattern Co.	Line and design demonstration (wardrobe selection)
Minneapolis Gas Company	Range demonstration
Mother from community	Child care demonstration
Northern States Power Co.	Range demonstration
Simplicity Pattern Co.	Pattern selection

LEVEL 2

McCalls Pattern Co.	Wardrobe planning
Merle Norman Studios	Grooming
Minnesota Fabrics	Fabric selection
Robinson School of Beauty	Grooming and hair styles

LEVEL 3

Armco Co. - Maurine Yantzer	Interfacings
Cremer Draperies	Interior Design
Minnesota Dairy Council	
Northern States Power Co.	Lighting
The One-Two-Three Shop - Edina	

LEVEL 4

Minnesota Fabrics	Interior Design
Minnesota Turkey Growers Association	Turkey demonstration
Northern States Power Co.	Choosing and using electrical appliances Kitchen planning Laundry demonstration
Northwestern National Bank	Family finances
Public Health Department	Mother and baby care

INSTRUCTIONAL MATERIALS - DEFINITIONS

Basic textbook	Required reading on a specific unit. Number of books - 30 per room.
Supplementary textbook:	Additional reading which may be required for some students and/or suggested for all students. 5-10 copies per room.
Student reference:	Suggested additional reading for some students. 1-5 copies per room.
Teacher reference:	Subject matter material or professional books for teacher use. 1 copy per department.
Procedures for changes:	Additions or deletions of Instructional Materials.

Annual review of new materials in cooperation with Instructional Materials Center.

HOME ECONOMICS BIBLIOGRAPHY

LEVEL 1 - 7th and 8th

BASIC TEXTS

Clothes; Part of Your World. Vanderhoff. Ginn and Co. 1968
McCalls Easy Sewing Book. McCalls Corporation
When Teenagers Take Care of Children. U.S. Government 1965
How You Plan and Prepare Meals. Carson Romie. McGraw Hill 1967

SUPPLEMENTARY TEXTS

Teen Guide to Homemaking. McGraw Hill 1961
Textiles for Teens. Ellett. Burgess Publishing. 1967
Teenage Living. Ahern. Houghton Mifflin 1966

STUDENT REFERENCE

Fiber to Fabric. McGraw Hill 1959
Textile Handbook. AHEA Association
The World of Children. Ellett. Burgess Publishing 1965
Sewing - Step By Step. (Programmed Instruction) Ginn and Co. 1967
What To Do When "There's Nothing To Do." Delacorte Press 1968

TEACHER REFERENCE

Evaluation Materials for Use in Teaching Child Development. Burgess Publishing. 1966
Experimental Foods

FILMSTRIPS - LEVEL 1-A

All About Pie	General Mills
Beautiful Cakes	"
Better Biscuits	"
Cooky Wise	"
Double Quick Method of Making Cake	"
Fun With Frosting	"
Mealtime Can Be Magic	"
Muffin Making	"
The ABC's of Baby Feeding	Heinz
Breakfast for B. J.	Pillsbury
Clothing Selection	Penny's
Designing Desserts	General Foods, Pathescope
Desserts in Color	General Foods
How to Cook Eggs	Poultry & Egg Nat'l Board
How to Make Cream Sauce	Dairy Council
Learning For Living Series	Kraft
Guide to Vegetables	
Guide to Breakfast	
Guide to Cheese	
Guide to Cheese Making	
Learning From Labels	Evaporated Milk Association
Off To a Good Start	Heinz
Party Plans For Pies	Swift
Psychological Approach to Clothing Selection	Penny's
Song of the Salad	Heinz
Table Modes and Manners	Melamie Council
What Makes a Good Salad Good	Pathescope, General Foods

TRANSPARENCIES

Eggs	3M
Importance and Selection of Toys	3M
Interpreting a Recipe	3M

Interrelationships of Clothing With Behavior, Rules and Values	3M
Safety For Children	3M
Table Setting	Nasco

FILMSTRIPS - LEVEL 1-B

The ABC's of Applying a Dress Zipper	Singer
The ABC's of Applying a Neckline Zipper	Singer
The ABC's of Applying a Skirt Zipper	Singer
Applying a One-Piece Neck and Armhole Facing	McCalls
Fabric "Key-Notes Series" Color and Design Fabric Construction Fabric Finish Fiber into Yarns Shopper's Hidden Treasure	Visual Aid Consultants, Madison Wisconsin
Fashioned For Youth	McCalls
Fitting For Fashion	McCalls
A Fortune in Fashion - From Seventeen Magazine	McCalls
The Grain of Fabric	Visual Aid Consultants
Hemming a Skirt	McCalls
Machine Sewing	Singer
Shaping the Silhouette	McCalls
The Size is Right	McCalls
A Tale of Two Seams	Singer
The Up and Down of Fabric	Visual Aid Consultants

TRANSPARENCIES

Basic Sewing Part I	3M
Basic Sewing Part II	3M
Clothes Storage	Co-Ed

Directional Stitching	Nasco
Pattern Layout	Nasco
Pattern Markings	Nasco
Weaves	3M

FILMS - LEVEL 1

To A Baby Sitter	IMC

AUDIO - TAPE

Toys for Children	University of Minnesota Child Development and Welfare Department

LEVEL 2

BASIC TEXTS

Food for Modern Living, McDermott Trilling. Lippincott 1967
Experiences in Foods. Pollard. Ginn & Co. 1968
McCalls Easy Sewing Book. McCall Corp.

SUPPLEMENTARY TEXTS

Teenage Living. Ahern. Houghton Mifflin 1966
Guide For Today's Home Living. Hatcher and Andrews. D.C. Heath 1966
Know Yourself. Ganley. McGraw Hill 1966

STUDENT REFERENCE

Fiber to Fabric. McGraw Hill 1959
Building Your Home Life.
Foods In Homemaking. Cronan and Atwood. Chas. Bennett 1965
Guide to Modern Clothing. Sturm. McGraw Hill 1968
Manners Made Easy. Baxter and Marian. McGraw Hill 1966

Let's Face It. Archer. Lippincott 1968 (revised)

TEACHER REFERENCE

Nutrition For the Growing Years. Margaret McWilliams. John Wiley Co. 1967
Understanding Foods (Programmed Instruction) Katschevar, McWilliams. John Wiley. 1969

FILMSTRIPS

Acrilan - A True Acrylic Fiber	Union Carbide
Angel Food and Chiffon Cakes	General Mills
Breads You Bake With Yeast	General Mills
Breakfast For B. J.	Pillsbury
Color and You	
Color as You Wear It	
Come Catch a Rainbow A Teen's ABC's of Beauty	Avon
Figure Flattery Through Optical Illusions	Singer
Five Magic Mirrors	Coty, Breck, Faultless, Formfit, Bobby Brooks
Getting Acquainted With Pork	Pork Committee
Guide to Meat	Kraft
How To Buy a Slip	Penny Co.
How to Buy a Sweater	Penny Co.
How To Buy Meats Parts I, II. III	Swift

How To Cook Chicken	Poultry & Egg Nat'l Board
How To Cook Meat By Dry Heat	Nat'l Livestock and Meat Board
How To Cook Meat By Moist Heat	Nat'l Livestock and Meat Board
How To Cook Turkey	Poultry & Egg Nat'l Board
How To Use the Buttonholer	Singer
Inside 4 Houses	Armstrong
Know Your Lamb	Lamb Council
Party Planning - Menus, Recipes, Decorations	Carnation
Party Themes and Party Recipes	Carnation
Patterns for Parties	Carnation
Pretty as You Please	Formfit
Sandwiches, Please	Wheat Flour Institute
Saturday Afternoon at Sally's	Dow Chemical
The Story of Dynel	Union Carbide
Take a Look At Color	

TRANSPARENCIES

Attributes of Character	3M
Face Shapes and Hair Styles	Co-Ed
Fundamentals of Grooming	3M
Line and Shape I	3M
Line and Shape II	3M
Meat From Beef	Nasco
Meat Selection and Preparation	3M
Protein Cookery	Nasco
Values and Goals	3M
Ways With Foods	3M
Your Silhouette is Showing	Simplicity

LEVEL 3

BASIC TEXTS

People, Food and Science. Ginn & Co. 1968
McCalls Easy Sewing Book. McCall Corp. 1964
Guide to Modern Meals. McGraw Hill 1964
The Developing Child. Brisbane. Chas Bennett 1965

SUPPLEMENTARY TEXTS

Homes With Character. Craig-Rush. D. C. Heath. 1966
Housing Today. Hepler. McGraw Hill 1965
Adolescent Development. Hurlock. McGraw Hill 1967
Learning About Children. Lippincott 1964
Introduction to Home Furnishings. Stepat-DeVan. Macmillan 1964

STUDENT REFERENCE

Interior Design. Waugh. Burgess Publishing 1967
The Second Skin. Horn. Houghton Mifflin 1968
Furniture Past and Present. Louise Boger. Doubleday
The Cookbook of the United Nations. Kraus. John Wiley Co.

TEACHER REFERENCE

Evaluation Materials For Use in Teaching Child Development. Burgess Publishing 1966
Toward Better Teaching of Home Economics. Fleck. Macmillan 1968
Housing and Society. Beyer. Macmillan 1965

FILMSTRIPS

All About Turkey	Swift & Co.
Color in Home Furnishings	Penny's
The Importance of Shape	Pellon
Inside Four Houses	Armstrong
McCalls Handling of Plaids and Stripes	McCalls
Outdoor Cooking Made Easier and Better	Reynolds Wrap
Pile Fabric Primer	Crompton-Richmond Co.
Sausage; A Tradition in Good Eating	Nat'l Livestock and Meat Board
Steps to Carpet Beauty	Bissell
Successful Sewing With Wash and Wear Fabrics	Coats & Clark
Tailoring a Coat	Bishop
Tailoring a Jacket	Bishop
Tailoring a Skirt	Bishop
Tailoring Technique	Bishop
The Trick of Yeast Rolls and Coffee Cakes	
You the Shopper	Money Management Institute

FILMS

The Art and Secrets of Chinese Cookery	Modern Talking Pictures
Mexican Foods - The American Way	"
The Romance of Cheese	"
Selecting and Preparing Beef	"

TRANSPARENCIES

Fiber and Weave Guide	3M
Furniture Arranging	Co-Ed
Growth Patterns in Children	Co-Ed
Home Styles	3M
Period Furniture Designs	
Planning, Selecting, Serving and Eating Foods	3M

LEVEL 4

BASIC TEXTS

Family Meals and Hospitality. Macmillan
Your Family and Its Money. Thal-Holcombe. Houghton Mifflin 1968
Infant Care. U.S. Department of Health
Prenatal Care. U.S. Department of Health

SUPPLEMENTARY TEXTS

Homes With Character. Craig-Rush. D. C. Heath 1966
Fashions and Fabrics. Rathbone et al. Houghton Mifflin

STUDENT REFERENCE

When You Marry. Dervall and Hill. D. C. Heath 1967
Family Table Service. Streufert. Burgess Publishing 1967
Facts About Merchandise
Personal Adjustment - Marriage and Family. Leving. Prentice Hall
Sense With Dollars. Charles Neal. Doubleday
Equipment For Modern Living. Johnston. Macmillan 1965
The Family As Consumers. Oppenheim. Macmillan 1965

TEACHER REFERENCE

Focus and Promise of Home Economics. Lippeath and Brown. Macmillan 1965

FILMSTRIPS

All About Cookware	Ekco Housewares
All About Garnishes	Ekco
All About Knives	Ekco
Can Opener Easy Meals	Swift
China First	Syracuse China Corp.
Convenience Cookery With Portable Electric Appliances	Evaporated Milk
Convenient Creations	Duncan Hines
The Crystal Touch	Fostoria Glass Co.
Designed For You	American Cyanamid Co.
Designing Desserts	General Foods
Desserts In Color	General Foods
Double Duty Dishes	Reynolds
Electrical Appliances	Forecast
Focus on Cookware	
Focus on Family Washing	Proctor & Gamble
Focus on Home Freezing	Dow Chemical Co.
Fun Food Album	Armour
Freezer Living	Reynolds
Head Start on Homemaking	Carnation & Co.
Heirlooms of Tomorrow	Stainless Steel Producers
How to Buy Meat	Swift & Co.
How to Cook Meat by Moist Heat	Nat'l Livestock & Neat Board
Infant Feeding	Playtex Nurser Divn. Int. Latex Corp.
Learning From Labels	Evaporated Milk Assn.
The Making of Fine China	Lennox
Mealtime Can Be Magic	General Mills

Modern Meal Planning with Soups	Campbell Soup Co.
New Hostess at Home	Pan American Coffee Bureau
Off To a Good Start	Heinz
Party Planning	Reynolds Wrap
Party Plans for Pies	Swift and Co. Martha Logan
Party Themes and Party Recipes	Carnation
Pretty as You Please	Telefilm Production
Secrets of Sandwichery	Best Foods Divn. of Corn Prod. Co.
The Sterling Silver on Your Table	Towle Silversmiths, Caravel Films
The Sterling Silver Way	Animatic Prod. Ltd. Sterling Silversmiths of America
Teflon in the Kitchen	Dupont
Textiles for Today	Celanese Fibers Marketing Co.
Whipping Magic	Evaporated Milk Assn.
Zepel	Dupont

TRANSPARENCIES

Accessorizing the Basic Dress	Co-Ed
Basic Budgeting	Co-Ed
Basic Portable Equipment	Co-Ed
Causes and Effects of Family Disharmony	3M
Conception, Prenatal Development and Birth	3M
Design Principles in Dress	Co-Ed
Factors Influencing the Sex Drive	3M
Family Cycle and Values	3M
Home Furnishings and Equipment - Room Arrangement	Co-Ed
Marriage and The Family: Responsibilities and Privileges	3M
Safety for Children	3M

FAMILY CLOTHING

SUPPLEMENTARY TEXTS

Opportunities in Clothing. Chas. Bennett
Clothing - A Comprehensive Study. Lippincott
The Second Skin. Horn. Houghton Mifflin 1968

STUDENT REFERENCES

Facts About Merchandise
Experiences with Clothing
Guide to Modern Clothing. Sturm. McGraw Hill 1968

TEACHER REFERENCES

Same as Supplementary Texts Above.

FASHIONS AND FABRICS (BOYS AND GIRLS)

SUPPLEMENTARY TEXTS

Opportunities in Clothing. Chas. Bennett
Clothing - A Comprehensive Study. Lippincott
Dress Selection and Design. Hillhouse. Macmillan 1963

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The Second Skin. Horn. Houghton Mifflin 1968
How To Design Your Own Dress Patterns. Adele Margolis. Doubleday
Historic Costume. Lester-Kerr. Chas Bennett Co. 1967
Textiles. Jules Labarthe. Macmillan 1964

TEACHER REFERENCES

Inside the Fashion Business: Text and Readings. John Wiley & Sons
Theory of Fashion Design. John Wiley & Sons
The Why Of Fashion. Karlyne Anspach
Fashionable Savages

INTERIOR DESIGN

SUPPLEMENTARY TEXTS

Homes With Character. D. C. Heath 1966
Interior Design. Wough. Burgess Publishing 1967

STUDENT REFERENCES

The Doubleday Book of Interior Decorating and Encyclopedia of Style. Kornfeld. Doubleday 1965
Housing Today. Hepler. McGraw Hill 1965
Designing and Decorating Interiors. Van Dommelin. John Wiley & Sons 1965
Environment and Design in Housing. Gottlieb. Macmillan 1965
The Dictionary of Interior Design. Pegler. Crown Publ. 1966

TEACHER REFERENCES

Evaluation Materials For Use in Teaching the Psycho-Social Effects of Housing on the Individual. Brown-Plihal. Burgess Publishing. 1968

CLOTHING FOR GIRLS

SUPPLEMENTARY TEXTS

Bishop Method of Clothing Construction. Bishop-Arch. Lippincott
Teaching Sewing by Bishop Method. Bishop-Arch. Lippincott
Clothes For Teens. D. C. Heath
McCalls Easy Sewing. McCalls Corporation

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Experiences with Clothing. Pollard. Ginn & Co. 1968

TEACHER REFERENCES

The Second Skin. Horn. Houghton Mifflin 1968

INTERMEDIATE CLOTHING

SUPPLEMENTARY TEXTS

McCalls Easy Sewing Book. McCalls Corporation
Custom Tailoring for Homemakers. Doris Beck. Chas. Bennett 1964
Fashion Sewing by Bishop Method. Bishop-Arch. Lippincott

STUDENT REFERENCES

The Second Skin. Horn. Houghton Mifflin 1968
Creative Clothing Construction. Bane. McGraw Hill 1966
Fashion Your Own. East, Wines. Houghton Mifflin

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Fashion Sewing by Bishop Method - Bishop-Arch. Lippincott

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Bishop Method of Clothing Construction. Bishop-Arch. Lippincott
Fashion Sewing by Bishop Method. Bishop-Arch. Lippincott
Tailoring. Allyn Bane. McGraw Hill 1968
The Complete Book of Tailoring. Margolis. Doubleday

TEACHER REFERENCES

Same as Student References

INTRODUCTION TO FOODS FOR BOYS (Grade 9)

SUPPLEMENTARY TEXTS

Experiences With Foods. Pollard. Ginn & Co. 1968
Food for Modern Living. McDermott-Trilling-Nicholas. Lippincott 1967
Guide to Modern Meals. Shank-Fitch-Chapman. McGraw Hill 1964
How You Plan and Prepare Meals. Carson Ramee. McGraw Hill 1967

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Foods in Homemaking. Crenon Atwood. Chas. Bennett 1965

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Foundations of Food Preparation. Pickham. Macmillan Co. 1964
The Experimental Study of Food. Griswold. Houghton Mifflin 1962

FOODS FOR BOYS

SUPPLEMENTARY TEXTS

People, Food and Science. Cote. Ginn & Co.
Food for Modern Living. McDermott-Trilling-Nicholas. Lippincott 1967
Guide to Modern Meals. Shank-Fitch-Chapman. McGraw Hill 1964
Experiences with Foods. Pollard. Ginn & Co. 1968

STUDENT REFERENCES

The Doubleday Collection of International Cookbooks

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Foundations of Food Preparation. Pickham. Macmillan Co. 1964
The Experimental Study of Food. Griswold. Houghton Mifflin 1962

A MAN'S WORLD

SUPPLEMENTARY TEXTS

Your Family and Its Money. Todd and Roberts. D. C. Heath 1963
Clothes for Teens
"Call Me Mister." Milady Publishing Corp. 1968

STUDENT REFERENCES

The Second Skin. Horn. Houghton Mifflin 1968
The Boy's Cookbook. Doubleday
Housing Today. Hepler. McGraw Hill. 1965
Interior Design. Wough. Burgess Publishing 1967
Management For Better Living. Starr. D. C. Heath 1963 (being revised)

TEACHER REFERENCES

Foundations of Food Preparation. Pickham. Macmillan Co. 1964
The Experimental Study of Food. Griswold. Houghton Mifflin 1962

FILM

A Time and a Place	Avon

CREATIVE FOODS FOR GIRLS

SUPPLEMENTARY TEXTS

Foods in Homemaking. Cronan and Atwood. Chas. Bennett Co. 1965
Mealtime. Oerke. Chas. Bennett Co. 1960
Experiences in Foods. Pollard. Ginn & Co. 1968
Food For Modern Living. McDermott-Trilling. Lippincott 1967

STUDENT REFERENCES

People, Food and Science. Cote. Ginn & Co. 1968
Guide to Modern Meals. Shank-Fitch-Chapman. McGraw Hill 1964

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Foundations of Food Preparation. Peckham. Macmillan Co. 1964
The Experimental Study of Food. Griswold. Houghton Mifflin. 1962

ADVANCED CREATIVE FOODS

SUPPLEMENTARY TEXTS

People, Food and Science. Cote. Ginn & Co. 1968
Food For Modern Living. McDermott-Trilling-Nicholas. Lippincott 1967
Guide to Modern Meals. Shank-Fitch-Chapman. McGraw Hill 1964

STUDENT REFERENCES

The Art of Pennsylvania Dutch Cooking. Doubleday
The Blue Danube Cookbook. Doubleday 1968
Trader Vic's Pacific Island Cookbook. Doubleday
The Art of British Cooking "
The Art of Danish Cooking "
The Art of German Cooking "
The Art of Greek Cooking "
The Art of Irish Cooking "
The Art of Italian Cooking "
The Art of Mexican Cooking "

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